DOCUMENT RESUME

ED 086 570 SO 006 676

TITLE	Global Development Studies. A Model Curriculum for an Academic Year Course in Global Systems and Human Development at the Secondary and Undergraduate Levels of General Education.
PUB DATE	73
NOTE	68p.
AVAILABLE FROM	Management Institute for National Development, 230 Park Avenue, New York, N.Y. 10017 ($5.00)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Bibliographies; Class Activities; Course Content; Course Objectives; *Curriculum Development; Curriculum Guides; Higher Education; *Human Development; *International Education; Models; Resource Materials; Secondary Grades; *Social Studies; *World Affairs
IDENTIFIERS	*Worldmindedness

ABSTRACT

The course of study, an experimental model intended for use in secondary grades and higher education, centers on mankind in a global context. Main objectives of the course are to help students understand with cognitive depth the realities of global systems, interdependencies, and imbalances and develop conscious attitudes toward their own beliefs and conceptions and those of others. Some of the teaching techniques suggested are surveys, interviews, research, and the use of audiovisual materials and print materials to stimulate group discussion. The course contains the following four parts: 1) building global perspectives; 2) historical background; 3) global interdependence; and 4) evaluation and comparison. Objectives, rationale, a content outline, some suggested exercises, and some material resources are provided for each part. The following information is contained in the appendices, which comprise half of the guide: Appendix A, a discussion of structural methodology in global development studies; Appendix B, teaching exercises on the historiography of global development followed by an extensive bibliography; Appendix C, an annotated bibliography of periodicals; Appendix D, an index of resource organizations. (Author/RM)

ED 086570

SP 006 676

GLOBAL DEVELOPMENT STUDIES

MODEL CURRICULUM FOR SECONDARY SCHOOLS AND UNDERGRADUATE COLLEGES

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GLOBAL DEVELOPMENT STUDIES

A model curriculum for an academic year course in global systems and human development at the secondary and undergraduate levels of general education.

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Preface

Global Development is a new, educationally valid and instructionally viable course of studies, centered on mankind in a global context. The course recognizes the commonalities and interdependence of societies and the intricate web of global systems, both man-made and natural, which are determining the several fates of these societies, sometimes benefically but as often harmfully. The linkages of global societies, through communication, transportation, commerce, technology, finance, politics and intellectual exchange, require both understanding and changes of attitude, if the historic competition between sovereign states is to be modified into a more rational and more widely beneficial way of co-habiting this planet.

It is becoming impossible for each national society, even the most favored, to continue to assume that it remains fully sovereign, to continue to act exclusively in its own self-interest, and to continue to ignore or oppose the aspirations of other societies. Sovereignty and independence are patriotic, comforting words interlacing most political oratory, but how sovereign and how independent is any society that cannot determine the value of its own money, that cannot insulate food prices from international pressures, that cannot legislate conditions applicable to its major industries when half their operations are ex-territorial? Is a society sovereign that cannot protect its members from the inflow of harmful drugs or the outflow of jobs to lower cost locations?

The purpose of Global Development Studies is to help students see themselves and their society as an inseparable part of the global community of societies and to accept their inescapable responsibility for the welfare of the global community. By "see", two objectives are involved. One is to intellectually see, to understand with cognitive depth the realities of global systems, interdependencies and imbalances. The other is to conceptually see, to develop conscious attitudes toward one's own beliefs and conceptions, and toward the beliefs and conceptions of others.

By "accept" the objective extends much further than charitable concern or a guilt feeling toward the less fortunate. The problems of food supply and nutrition, of environmental use and abuse, of educational and employment opportunities or their lack, of population trends, of rapid political, social and economic change are problems which will confront today's students throughout their adult lives. These problems cannot be ignored or quarantined, and if they are to be dealt with wisely, they had best be studied and at least partially understood.

Developing knowledge about the world, attitudes toward oneself and others, and responsibility for matters directly affecting one's life and work—these objectives do not sound very novel or irrational. Yet the global perspective is not developed in the overwhelming majority of schools and colleges; instead the national perspective and the national self-interest dominate the classrooms and lecture halls, both overtly through such courses as civics, history and politics and more subtly but just as tellingly throughout the balance of the humanities and sciences. Explicitly or implicitly, the consistently reinforced attitude is one of national chauvinism, even though global forces are of compelling proportion and even though these forces and their attendant problems cannot be understood, governed or modified through national instruments and national biases.

Global Development Studies asks both students and faculty to accept the world as it has become and will increasingly become; systematized, interdependent, integrated and inescapable, rather than the world that once was: isolated, independent, sovereign realms of unassociated political entities. The implications of change in both attitude and knowledge contained in this course may be considered revolutionary, but in the best, most constructive sense of the word.

The Management Institute for National Development has spent over five years of research, of testing and of evaluation in the field of global development and the

ways by which global knowledge and attitudes may legitimately be introduced to formal education. At each stage in the project, as concepts and course designs evolved, they have been exposed to a large and growing number of professionals for evaluation and criticism, as well as to those in careers other than formal education, to gain their more general, but possibly broader, insights.

In March 1973, the first version of a curriculum plan was circulated, and the Institute has benefitted enormously from the scores of thoughtful, constructive responses. These suggestions have been included, to the extent possible, in this revised curriculum. The reader is asked to remember, however, that the work herein presented is not a final, completed blue-brint of what a global development course of studies must look like, but rather that this is an experimental model of what such a course might look like. Those who are persuaded to implement the curriculum will be participating in an on-going research project; they will not be teaching certainties, and they may well find better ways of organizing and transmitting the core objectives.

Of necessity Global Development Studies encompasses a very considerable number of topic areas and disciplinary categories, and this characteristic can confuse, complicate or even seem to threaten the specialized departmental structure of most educational institutions. The intent, however, is neither to master each specialty nor to denigrate each topic area, but rather to appreciate how they interrelate, one to another, in forming a global comprehension.

A simple analogy is the bicycle wheel, a unique invention of extraordinarily imaginative design. Unlike other wheels where the spokes join the hub with the rim in radial symmetry, the spokes of a bicycle wheel are angled so that each crosses five other spokes between hub and rim. In a thirty-two spoke wheel, therefore, there are nearly three hundred cross-overs, and yet the result is a unity of strength and purpose. In similar fashion, global comprehension must include multiple cross-overs of specific knowledge areas, each intrinsic to itself but interdependent with the others.

Only through implementation of Global Development Studies in actual educational experience can the many questions concerning course and teaching effectiveness be tackled. The Institute strongly encourages implementation and welcomes opportunities to work with faculties to this end.

This curriculum and its predecessor trial curriculum are the work of John P. Rorke, Research Associate of the Instirute during the 1972–73 academic year, a continuing Consultant to the Institute, and Chairman of the History Department, Millbrook School, Millbrook, New York, where Global Development Studies has been introduced. The bibliography of journals was compiled by John Ripton while a Master's Degree candidate at Columbia University School of International Affairs. The descriptive listing of organizations was prepared by Heath D. Boote, Assistant Director of the Institute, from exhaustive files maintained on international and development agencies. Editing was under the direction of Elaine Asen, Program Associate, and Edward Babbott, Research Associate, and invaluable advice and assistance have been available from Candace McDermott, Susan Christoferson, and Richard Belgrave, Associates of the Institute.

It is not possible to name the many, many friends of the Institute, both in the United States and in other countries, who have given freely of their time and generously of their thoughts, advice and encouragement as this project has unfolded; to them is owed a profound debt of gratitude.

Finally, the Trustees of the Institute, and those who have secured financial support for its work, can never be adequately thanked for their faith.

WILMER H. KINGSFORD
PRESIDENT

Introduction to the Curriculum

. . . it is conceivable that a minimum decent level of living in the one hundred developing countries is the sine qua non to the survival and prosperity of Europe, North America, Oceania and Japan.

André van Dam

We travel together, passengers on a little spaceship, dependent on its vulnerable reserves of air and soil, all committed for our safety to its security and peace; preserved from annihilation only by the care, the work, and . . . the love, we give our fragil craft. We cannot maintain it half fortunate, half miserable, half confident, half despairing, half slave—to the ancient enemies of man—half free in a liberation of resources undreamed of until this day. No craft, no crew can travel safely with such vast contradictions . . .

Adlai Stevenson

The speechmaking community of the world resounds with equally articulate references to the sentiments expressed by these two men. The origin and work of both men—one from Europe, employed by a multinational corporation, the other a politician from the plains of North America—merely highlight the diversity of those who view man's activities in a global context. This perception has bridged most of the gaps that separate men from one another. Other examples could have been chosen: Barbara Ward and Julius Nyerere, Robert McNamara and Indira Gandhi, U Thant and Pope Paul, and onward for many pages. The sentiment that the earth and the man made world somehow interconnect all human groups emerges from a common sense response by those who experience and contemplate the human lot. Yet, while many feel that both action and knowledge must be circumscribed by nothing less than the globe, many more see relevance only in their locality or nation. This second attitude is often reinforced by education in the developed nations that tends to disregard the "assumption," as Andre van Dam calls it, by limiting the student's view to either the local society or the rigid boundaries of disciplinary knowledge. Specialized institutions in all phases of modern life also restrict the individual's experience, preventing the growth of an appreciation of the whole. The resulting melange of actions, perceptions, and decisions tends to exacerbate those threatening "contradictions," rather than mitigate them. Many changes must occur before a conscious awareness of the global interconnections permeates the thinking of majorities, but one step toward that point can be a widening of the perspectives of the educational system.

It may be only "common sense" to teach something that can be labeled common sense, but common sense is hard to teach. This "gut reaction" defines a realm, but has little of the stuff of which curricula is made until tied to some aspect of reality that can be perceived solely in that domain. Without such tangibility, the global context becomes a bag for bits and pieces or an excuse for an egocentric or ethnocentric view writ large. But development is the substance moving this assumption about domain into the grist of human interactions, for it is a process that only can be understood within the totality of the world.

If schools choose to relate the reality of human activity to the equally real events of the classroom, then their purposes would be served by the study of development in a global context. Nonetheless, development, like the contemporary jumble of societal groupings, does not have the precision of an algebra or economics

course. Thus teaching about development will involve exposing wise men and women to the position of presenting a blend of ignorance and knowledge that provides no stable support for authoritarian posturing or ideological fulminations. Neither does such teaching give one easy access to the quantifiable truths of social science, although it opens up the classroom and lecture hall to humanitarian concern. All of this is to say no more than to suggest that the teaching of Global Development Studies, while having an overwhelming claim on our schools and colleges, cannot be easily considered in the traditional mold of research, lectures, notes and all the other accoutrements of dispensing certainties.

The course guide itself has four parts, and is designed for a single academic year. Were every exercise and description to be covered in depth, the objectives would no doubt be reached, but the class would have to hire a geriatric specialist as a consultant! At one point in the historical background, the class is asked to consider Japan, Siam and Persia. The statement is intended as a reminder that generalizations concerning the world always have shaky foundations given the diversity of size, geography, culture and history among all states. Yet it may be that faculty and students, in their mutual inquiry, find that point worth pursuing to the exclusion of some other topic. Good! Global Development Studies has no traditions nor any sacrosanct topics or methods. Each class has its own character, temperament and needs; each teacher his or her own resources and talents. This curriculum encourages the development of those unique strengths.

The model provides that the students be confronted, in the beginning, with an intensive dose of global perspectives to gain an understanding of their own perspectives. Then an historical segment follows that experience to give them a tangible sense of the momentum of global interdependence. The third part recommends the comparative investigation of several geographic areas, including their own, to suggest that knowledge need not be an abstraction to be manipulated, but a tool expanding their ability to cope with the circumstances they do and will continue to confront. The fourth part recommends that the faculty and students together evaluate their experience, with the assumption that value will come from common reflection, and the final sections should prove useful to instructor and class as the course develops.

This curriculum guide in Global Development Studies has not been created as a definitive package, but more as a stimulus for faculty to amend, reshape, and adapt according to the need of their students and the resources at their command. What follows, then, is a proposal for a curriculum in Global Development Studies that seeks to be flexible and open in order to accomodate the varieties of educational institutions in which it will be used.

John P. Rorke

Part 1 Building Global Perspectives

The first segment of the course should last approximately two weeks. The aim of the introductory time is to stimulate an appreciation of the scope of global development and to make the students conscious of their own perceptions of the interrelationships in the world. The faculty can use this time to become acquainted with the students and to learn about the special assets and talents that the students bring to this inquiry.

Objectives:

1. To give the students the opportunity to begin clarification of their own perceptions and values about global interdependence and development.
2. To make students conscious of the inequity of resource distribution in per capita terms throughout the world.
3. To develop the students' skills in perceiving the values and preconceptions about development which are contained in a variety of popular media.
4. To give the students a sense of the tangible connections between their own immediate community and the world.
5. To provide students with empirical experiences leading to their appreciation of the complexities of developmental cooperation.

Rationale:

The academic study of global development requires a high degree of subjective commitment. In the first place, the nature and requirements of the course will demand that both the students and the faculty adopt perceptions and methods that vary from the usual norms of educational activities. In order to cope with the tension that results from the difference between the expected and the innovative, the students must have a clear understanding of the purposes and scope of the course. Secondly, a course in Global Development Studies cannot be viewed as a process of transferring knowledge from a book to a student. Global development is not a known quantity of information, but rather a perspective on reality, and as such will demand learning and teaching techniques different from the more traditional courses.

The first two weeks mark a commitment by the staff to treat the course as a mutual inquiry, not as a set of performances to be evaluated. Thus, in order for the course to be one in which both students and staff make a contribution to the investigation, the methods of the course must assume an active student participation.

Suggested Exercises:

Staff resources and talents will dictate the nature of the exercises which will be used. The following are suggested in the hope that they will be stimulating and with the knowledge that they are tentative.

1. Exercises 1 and 2 relate to the first and second objectives. The film, "Tilt" (15), produced by the National Film Board of Canada for the World Bank, provides a short examination of the range of global problems. The animation is technically superior, and it has proven to be successful in stimulating a wide variety of audiences in the discussion of the major issues, without propagandizing specific solutions. Other films can be used for the initial discussions of global problems as well. (1), (6), (11).
2. The second half of this exercise relates to the fifth objective. The word "development" will emerge from the discussion following "Tilt" with a variety of cloudy meanings. The students should be divided into groups and given a number of definitions of the word. Each group will be asked to choose the

definition that they feel is best. One student should be designated an observer rather than a participant within each group, in order to later describe the process by which the group came to some consensus. When each group has made its decision, the results should be compared in terms of the reasons given for the choices. Then the observers can describe the various roles that occurred and how personalities might have contributed to the final choice. The staff should then discuss the objectives of group projects in general and the various student roles possible in a task oriented group. This should open up a discussion of just what the importance of evaluation will be in the course, and make the students conscious of the need for cooperation in order to achieve goals.

3. Exercise 3 relates to the first objective. If these introductory exercises have been successful, the next area to be investigated should be the specific global perspective of the students. A relatively simple set of exercises dealing with geographic perspectives can elicit a considerable amount of information. Have the students label a world map with the names of capitals and countries. Then, using the data, the class can compile a proprotional world map that correlates the size of a place by the number of references to it. The results can be compared to maps showing proportional size based on trade and investment of the United States, population and other indicators. A similar exercise can deal with the local community.
4. Exercise 4 relates to the third objective. Have the students then make similar maps indicating the perspectives found in their own sources of information (popular television shows, magazines, etc.). This can be done by simply quantifying the number of geographical references contained in the source. The discussion of which media forms are the most important to opinion formation should be as realistic as possible, based on actual student influence, not on the supposed quality of the resource. Thus *Rolling Stone* is more likely to be of importance in this exercise than *The American Scholar*.
5. This exercise relates directly to the second and fifth objectives. As a further exercise the class could discuss and evaluate the moral imperative for developed nations to assist developing nations. Background material for such a discussion could be obtained from the fund raising brochures of such organizations as CARE, UNICEF, appeals in support of foreign aid, church, missionary and relief organizations, etc.
6. Exercise 6 relates to the fourth objective. The final exercise in this series of projects will depend upon the resources available in the local community. A rudimentary survey of international organizations should be made, along with an analysis of the sources of the various consumer goods found within the school or the students' homes. This investigation should be preceded by a discussion of what constitutes an international or transnational organization. Parents, public relations personnel, or representatives of various servce organizations can be used as resources by being interviewed or by visiting the class. The *global involvement* of many businesses, charities, churches, and other groups is not usually appreciated by the students; rather, these organizations are usually seen only in the local context. These data will be of value later in the course, but once they are gathered they can be interestingly compared with the perceptions of the students and the media discovered earlier.
7. Exercises 7 and 8 are designed to reinforce the previous exercises. While all these activities have been taking place, a gradual feeling of tension may develop concerning the new perceptions of the students and their previous views. In order to direct and focus this energy, a film concerning the growing gap between developed nations and developing nations should be shown. "Not Enough" (11), a Dutch film in which scenes of poverty are contrasted

with interviews of people in richer nations, has been used successfully in this context. After the film has been discussed, the class should play the simulation/role playing game "Star Power" (13). This game creates a situation in which the students develop an empathetic understanding of the results of unequal distribution of resources. It can be made more interesting if outsiders such as other faculty not associated with the class, parents, or administrators are invited in to play.

8. The section should end with either a reading such as *World Development: An Introductory Reader* (2), edited by Helene Castel, or *The Angry Seventies* (16) by Barbara Ward. Both books deal explicitly with the inequality of resource distribution and the problems of development.

Materials and Resources

Certainly gathering resources that work will be the most arduous task facing the faculty who are willing to implement Global Development Studies. Ms. Kathy Desmond's comment seems the best guide.

> The innovative teacher knows that there is no magic in materials; . . . that the creative use of a single piece of material surpasses possession of them all, and is constantly looking for exciting materials . . . which can be found in likely and unlikely places in one's immediate locale . . .[1]

Newspaper and periodical articles are obvious sources, but others might be fund raising brochures, or news photographs. Organizations and relevant periodical literature are listed in the back of this document, but some of those sources particularly relevant to this introductory segment are noted below:

1. Ackermann, Jean Marie, *Films of a Changing World—A Critical International Guide*, published by Society for International Development, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. This is a collection of reviews of international films on development topics.
2. Castel, Helene, *World Development: An Introductory Reader*, New York, Macmillan Co., 1971.
3. "Development: New Approaches," *Intercom* No. 66, April 1972, Center for War/Peace Studies, 218 East 18th Street, New York, New York 10003. This pamphlet contains suggestions for films and classroom activities, and it includes a list of annotated materials available for classroom use.
4. "The Development Puzzle," published by VCOAD (Voluntary Committee on Overseas Aid and Development), International Development Center, Parnell House, 25 Wilton Road, London SW1V 1JS, England. This source contains a number of suggestions and materials that can be useful. Besides this looseleaf notebook, other materials which are most useful can be obtained from VCOAD such as slide kits on individual areas, photographs and other documentary material, as well as a book of readings called "Stuff the System."
5. "Introduction to Development: Bridge to Peace," American Freedom from Hunger Foundation, 1717 H Street, N.W., Washington, D.C. 20006, December 1970. A curriculum guide providing an excellent outline of suggested areas for study and numerous possible resources for classroom use.
6. "A Guide to Films about Development," American Freedom from Hunger Foundation, 1717 H Street, N.W., Washington, D. C. 20006, December 1970. A booklet providing an annotated list of films appropriate to the entire curriculum.
7. Koen, Frank, *Specifications for the Design of a Test of Knowledge of Foreign*

[1]Desmond, K., *Intercom* No. 66, April 1972, P. 37.

Cultural Patterns, Ann Arbor, University of Michigan Press, 1971. This resource is available from Educational Resources Information Center (ERIC) No. ED 049 463.

8. Martin, Edwin M., *Development Assistance*, Paris, Organization for Economic Cooperation and Development (OECD), an annual review. Assistance flows and policies, development patterns and the impact of aid are reviewed in this publication. Provides many useful charts and statistical information. A more detailed description about OECD can be found in the listing of organizations at the back of this document.
9. Metcalf, Lawrence E., *Values Education: Rationale, Strategies and Procedures*, 41st Yearbook, Washington, D.C., National Council of the Social Studies, 1971. Useful resource on education about values and value clarification.
10. Millar, Jayne, "Focusing on Development—Mini-units for Secondary School Curricula," published by the Overseas Development Council, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1973. This curriculum contains many valuable suggestions and resources.
11. "Not Enough," a film distributed by Modern Talking Pictures, Inc., 315 Springfield Avenue, Summit, New Jersey 07901.
12. Saarinen, Thomas F., "Environmental Perception," in Bacon, Philip, ed., *Focus on Geography*, 40th Yearbook, Washington, D.C., National Council for the Social Studies, 1970.
13. "Star Power," Simile II, P. O. Box 1023, La Jolla, California 92037.
14. *Statistical Yearbook*, New York, United Nations Publishing Service, 1972.
15. "Tilt," distributed by the National Film Board of Canada, 1251 Avenue of the Americas, New York, New York 10020.
16. Ward, Barbara, *The Angry Seventies*, Rome, Pontifical Commission for Justice and Peace, 1970.
17. *World Bank Atlas*, published by the International Bank for Reconstruction and Development, 1818 H Street, Washington, D.C. 20433.

Part 2 Historical Background

The comprehension of global interactions, dependence and change cannot occur outside of the historical setting of the global system. In trying to understand global development, the disregard of time, either in terms of the past or the future, breeds an attitude in which ends are divorced from means—a world in which resources, power, and material goods are distributed so unequally precludes a synchronic, or static, view of what must be done to alleviate the misery. The solution to these problems viewed in isolation will be judged by the application of an ethnocentric list of "shoulds" and "oughts." Only a diachronic view, one in which time constitutes an essential part of the process of change, will prevent that useless form of explanation dependent upon the identification of hobgoblins, villains and conspirators.

While advocating an historical approach, one runs the danger of suggesting a traditional view of history that is only descriptive. Such an outlook has particular implications for teaching from a global perspective where one can view the exercise as one of simply transferring a known body of fact from teacher to student or book to student. An analytical approach to the subject defined in terms of change over time offers something quite different. The social sciences developed in the attempt to lend precision to analysis of problems. Such analysis must have a general context in order to avoid the problem of simply supplying random information. Having the students put together the puzzle of the global system's rapid integration in the twentieth century will develop their ability to distinguish where the word global has application and where it does not. The more specialized objective will concern the students' understanding of what a system is within this global framework.

Global History:

The traditional role of history in the schools, at least for the past century or so, has been the conscious effort to socialize future citizens in the values and traditions of the nation-state. The development of the professional historian has coincided with the evolution of this goal, and has gained support from governments and institutions because their existence seemed to be supportive of the societal purpose. Therefore in each state, that state's own history has prospered best, although other areas of scholarship have also been valued. Thus in the United States, American History, European History and the History of Western Civilization have enjoyed the greatest prominence.[2] As the discipline has its roots so closely intertwined with the soil of citizenship, and its perspective with the nation-state, a suggestion that teaching consider both another framework and another purpose needs to be clearly defined in order to avoid confusion. For example, global history might be mistakenly confused with World History, that set of undigested facts purporting to cover everything that ever happened. Likewise, global history does not preclude socialization by the nation-state any more than it would prevent the expression of local loyalties.

> It is hardly too much to say that all the major problems of the world revolve around the tension between . . . two cultural systems. The superculture is the culture of airports, throughways, skyscrapers, hybrid corn and artificial fertilizers, birth control and universities. It is worldwide in its scope; in a very real sense all airports are the same airport, all universities the same university. It even has a world language, technical English, and a common ideology, science. Side by side, with the superculture and interpenetrating it at many points, are the various old cultures, national, religious, ethnic, linguistic, and so on. The tensions between the superculture and the

[2]Higham, John and Leonard Krieger and Felix Gilbert, *History: The Development of Historical Studies in the United States*, Englewood Cliffs, Prentice-Hall, 1965.

traditional cultures are felt at a great many points. We see it, for instance, in the international system, where the superculture has given the traditional cultures of the national states appalling powers of destruction . . .[3]

If one can support this contention of superculture and traditional cultures, often conveyed by the codeword, global interdependence, then surely the superculture has a history. The tendency arises, whenever one affixes the adjective "global" on something such as history, to subsume everything under the one roof. It then becomes impossible to differentiate either the context or the relative importance of information. Global history faces that special problem that it might be interpreted by traditional historians and teachers as the sum of national histories rather than the analysis of this transnational culture.

An assumption frequently made by historians and laymen alike is that history has a particular purpose related to citizenship and the nation-state. At the heart of this often unconscious assumption lies the suggestion that the nation-state is sovereign. Yet the superculture, as Kenneth Boulding calls it, or interdependence, as Lester Brown suggests,[4] clearly compromises the reality of sovereignty, although the claim of autonomy and the perception of political decision remain untouched.

Global history concerns the evolution of many sets of inter-connections that have slowly chipped away at the sovereignty of the nation-state, and the tensions that such an evolution has created. Such a transnational system, or more accurately, set of systems, needs to be reemphasized in order to analyze accurately the change, interaction, dependency and most of all, the inequality of rewards that go to the supercultures and traditional cultures.

Structure:

Two different strategies are possible in the teaching of global history. The first is to begin with the present, and work backward to that point when the present global structures had their origins. The other, and more traditional method, is to begin with the origins and bring the students to the present. While each has its own particular values, the second alternative seems preferable, particularly when first attempting the course.

The reasons for using a traditional chronology can be as simple as gathering materials for a new course. Innovative implementation of Global Development Studies will demand enough time, energy and creativity without the difficulties of radically adapting materials. However, other reasons seem to commend themselves. Most students have an imprecise knowledge about the vast differences between the developed nations and the so-called developing nations. As students study development, their vague impressions gain clarity. Yet in this process they often repeat the cycle that experts in development planning have gone through during the past twenty years. At first, they advocate the all-American solution, money, man-power, and experts, or they begin looking for villains. Gradually they discover the commitment traditional cultures have to their own life style, as well as the complexity of the problems of nutrition, education, technology and other areas where the superculture can make an important contribution. Then the students confront some of the implications of their own ethnocentrism. To the degree that the course is successful, this experience will be similar to culture shock. A gradual approach to the interactions of the superculture and the traditional cultures will prevent the students from being overwhelmed by the magnitude of the problems. The diachronic survey of global interdependence

[3]Boulding, Kenneth E., "The Interplay of Technology and Values: The Emerging Superculture," in Kurt Baier and Nicholas Rescher, eds., *Values and the Future*, New York, The Free Press, 1969, p. 347.

[4]Brown, Lester, R., *World Without Borders*, New York, Random House, 1972.

provides the student with a framework which allows him to apply his knowledge, rather than simply facing vast inequities that strike him as irrational and unjust. The delay of such value examination while the class integrates itself, and joins in a mutual inquiry, can provide the time to build intellectual supports. The following, then, are the objectives of an historical survey of global development.

Objectives:

1. To allow the students to appreciate the scope and relationship of the basic components of the global system.
   a. The role and construction of the various transnational elites: social, intellectual, business, political, and the international civil service.
   b. The role of science in shaping attitudes of the various elites, and contributing to their exercise of power.
   c. The nature of the transnational economic system and the interurban geographical framework of the system.
   d. The nature and types of global institutions and the less formal structures of cooperation between national groups (professional organizations, etc.).
2. To understand the interaction of the global and traditional cultures as the latter are embodied in the nation-state.
3. To gain an awareness of the value structure and perceptions of the global system on the part of the individual student—by the student himself.
4. To allow the students to develop a diachronic understanding of the process of global change and a sense of the investment in the present status quo as a result of these changes.

Content Outline:

The following suggested outline is designed to stimulate those implementing Global Development Studies, rather than to establish a lesson plan for conscientious application. By the very nature of the subject, the structure will be in a state of constant revision, and for the dynamic classroom, the interactions of the class, including the faculty, will amend the structure in any case. The organizational format of this outline will be to present a general overview of content. A more detailed pattern, describing the cognitive areas to be covered, including some suggested exercises which might initiate investigation of those areas, can be found in Appendix B.

I. A General Overview of Pre-Industrial Societies
   A. Social structure
      1. Role of elites—dependence on peasant classes
      2. Role of peasant classes—dependence upon elites
   B. The concepts of "poverty" and "imperialism" in pre-industrial societies
      1. Economic fragility of pre-industrial societies
      2. Political relationship between agricultural workers and ruling class
      3. Ruling class change in pre-industrial society

II. The Beginnings of Contemporary History
   A. The "revolutions" in scientific thought of the 17th and 19th centuries as a necessary condition for the creation of the global superculture
      1. Western and non-western roots of scientific thought
      2. Relationships between science and technology
      3. Science and modern industrial technology
   B. The nation-state and the global superculture
      1. The orgin and nature of the nation-state
      2. Modern imperialism and industrialization
      3. Decolonization and the global spread of the nation-state

C. The development of global interdependence
   1. The global depression of the 1930's
   2. World War II in a global perspective
   3. Post-war world and global awareness
      a) The United Nations
      b) Super power competition
      c) Development in an interdependent world—the role of the superculture and the nation-state

The historical section should take approximately half the year, except for the time spent on Part I.

Part 3 Global Interdependence — The Case Study Approach

The following segment of the course in Global Development Studies will involve the examination of individual areas in terms of the specific issues and global problems which appear to be outside the control of any particular institution, especially the nation-state. This study should last approximately half the year, allowing time (perhaps two weeks) for Part IV.

Introduction:

Global Development Studies uses the method of comparing various geographic areas to achieve its objectives. The students have examined the evolution of the interdependent world and have seen the difficulty human groups have had in devising organizations permitting the traditional cultures, which are identical with or part of the nation-state, to make determinative choices rather than to react destructively. The historical section emphasized the global systems over the local areas. In this segment of the inquiry, the students will concentrate upon specific places in order to appreciate the dynamics within these subcultures as they attempt to cope with the influence of the global superculture. Four to seven areas will be selected, including the students' own local community.

Objectives:

1. To give the students an understanding of the influence of the global systems upon several different sub-cultures in order appreciate that the impact of the superculture is not everywhere the same, even though the global problems may be similar.
2. To have the students grasp the correlations among different areas of human activities so that change is not viewed in a restricted linear sense, but rather in a societal framework. The student should become accustomed to expecting second and third order effect in developmental activity.
3. To learn to distinguish between what is and what is not global and in the same fashion, what is and what is not developmental.
4. To have the students assess the influence, not only of the relationship between the local area and the global superculture, but also the influence of the inequitable distribution and use of the planet's resources among the nation-states.
5. To allow the student to accept, cope with, and profit from cultural diversity, and to gain awareness of self in this global context.

Rationale:

American education has a tradition of valuing the empirical over the theoretical, but unless the approach is carefully planned many hidden value assumptions will prevent the students from defining what is involved, both for themselves and in the areas they are dealing with. The faculty, too, must consider their own values more carefully in this segment of the course, for the relationship between scholarship and general education can becloud the objectives. To accomplish the objectives and to help students and faculty sift value judgment from fact, the technique of comparing specific areas has been selected.

The comparative area studies allow the students to confront several groups of human beings, including their own, who are coping with a universal set of dynamics. Obviously, it would be best if the students could study each society chosen directly, but the idea that majorities of American students must be transplanted for a year or so before they can learn about the world is foolish. At best, such an idea is a dream, at worst it is an excuse for doing nothing. The experience does not always have the desired effect. The examination of another society in a simulated fashion might well be a prerequisite for being able to appreciate that culture directly. Thus, if Global Development Studies is to be taught

to large numbers of American students, it must be done by bringing the mountain to Mohammed, even though the "mountain" may be viewed differently through the eyes of different scholars.

As the students saw, the historical background emphasized the nation-state as an evolving, and not very successful, political form in the interdependent society. The form itself is undergoing considerable change as individual states form multinational associations, regional groups, break up into federated units and amalgamate. Tying this study to specific countries, or parts of countries, implies that the nation-state is the supreme organizing principle in life, which may not be the case. Is it more important that a person is a hot-dog vendor, or an American; a black or a woman; a resident of New York City or a mother? One certainly could be all of those. No one knows which one, or combination, of those roles is crucial for understanding global, national or local development. The purpose of the course, however, is aimed at enlightening the students; not providing the development community with a group of research assistants. Therefore, the class should be given the best and latest (which are not necessarily the same) information about the area that they are investigating, and made aware that these data are only partial, and ever changing. The area study approach has its worth in organization of the information that the students can use in their investigation, and because it will stress the human elements rather than abstract issues. Irving Horowitz discusses this problem of development and the nation-state, in terms of research, in his article, "Research Priorities for the Second Development Decade."[5]

All this is to say that the problems of information do have a place, and should be considered. Yet for the foreseeable future the data will be incomplete, and will always be subject to bias of one sort or another. The disagreements of development specialists will also characterize the literature as well, but the difficulties should not prevent students in general education from studying development and global interdependence. If anything, such controversies and lack of knowledge should be openly faced, so that the students learn to deal with them, and perhaps, even learn the dangers of raising a scholarly opinion to shibboleth at a time when western scholars have considerable influence on the lives of non-western people. The priority that should guide the staff concerns student perceptions and understanding; this priority can only be achieved by making the students conscious of the difficulties in dealing with the data.

The ideal form that the information on the areas would take will be considered in the "Note on Area Studies" (p. 25) along with some of the problems connected with the collection of materials. This section will concern the comparative method and topics suggested for dealing with these areas. Four basic localities should constitute the core of the study. Three of these are to be from regions often labeled "developing," and the fourth is to be the local area in which the students are located, so that they have the opportunity to appreciate that development is not something that happens only to other people. The choice of which places to investigate remains with the staff that chooses to implement the course, but a few guidelines should be suggested. One nation-state should be studied directly, preferably with a heterogeneous population. The other two should be areas that emphasize in one case regional planning and in the other a multinational association such as the Andean Pact. Styles of development differ considerably, and therefore, a socialist state from Europe might be added to the list, as well as Japan, New Zealand or Australia.

The problem of how best to organize the class for such an investigation will depend, again, on the staff. However, if the class divides into groups, each taking

[5]Horowitz, Irving L., "Research Priorities for the Second Development Decade," *Studies in Comparative International Development*, Summer 1972, pp. 181–186.

an area, the matter of group research and interdependence often demonstrates some of the difficulties associated with development. The matter of comparison then relates to the interaction of the groups, and the staff can concentrate on being resource personnel. A suggested method of organizing the comparative inquiry follows.

Content Organization

I. *Historical Background:* The general introduction to the area should be as efficiently covered as possible, with a single reading prepared by the staff, based upon their research and expertise being the ideal. Specialists in Area Studies Programs at local universities or within the same institution should be consulted for bibliographical information.
   A. *General Conditions:* The basic geographical information such as the size, location, boundaries (both internal and external), climate and topography, should be presented first. Embassies or consulates often have films, slides, or programs that they will allow the school to present, that can give an added dimension to this material.
   B. *Developmental Conditions:* The general data on trade, available and potential resources, population size and growth, urbanization and communication networks, should be made available in order that the student have a ready reference and an initial impression.
   C. *Historical Development:* The primary emphasis of this information should be on the contemporary history, but the students should have a description of the political and societal development of the area up until the present. One major topic of concern would be to examine the indigenous culture of the region and its relationship to other cultures, especially if the area experienced imperial domination, and subsequent liberation from direct control. The background information may bypass the true native population if such groups were wiped out by disease or exterminated, as would be the case with a Caribbean island or New Jersey. Another is the political institutions that have been built in the recent past, with a description of how those forms reflect the culture of the region, especially in terms of racial, tribal or other minority constituencies.
   D. *External Relationships:* After identifying and describing the various components of the societal and political structure, the last general element to be dealt with should be the relationship of the unit to external groups and organizations. If the area is a subnational unit then certainly the relationship of that unit to the nation-state should be considered, as well as the international affairs of the nation-state itself. Such a background resource would treat regional alliances and associations as well as traditional enemies and allies.

II. *Demography:* The awareness of the need for slowing, if not halting, population growth, appears to be spreading in the United States. The attitude appears related to an acceptance of this change being a prerequisite for dealing with many other problems facing society. Still, the general understanding of the intricacies of demographic tendencies in addition to the gross facts of population growth have not accompanied this new perspective. In order to enable the student to grasp the full implication of the relationship between development and demography, the students should investigate these areas more fully than they would perhaps expect. Besides grasping the complexity of the issues, the students will be introduced to the skills and intellectual tools needed to ascertain the interrelationships.
   A. *Basic data and analytical tools:* Each region will be investigated to discover the basic population data, both past and present, insofar as it is

available. The data itself should be examined and the students will attempt to learn to manipulate the information by finding birth rates, death rates, growth rates, age and sex differentials, doubling time and density.

1. In some cases the information will not be available, and in others it will already be in a suitable form. The value in learning the process by which such quantified data is obtained relates to their own appreciation of the data.
2. The data should then be examined in terms of its predictive value. Efforts such as family planning in the area under investigation can be assessed. It may be useful at this time to discuss the role of gathering social information, and the associated values.

B. *Urbanization:* Traditional cultural patterns are most resilient in rural regions, but the same areas are the most radically affected by the influence of the global systems. The students should attempt to answer the following questions in their study of urbanization.

1. What is the attitude toward the family in the rural regions of the area and how is this related both to the economic structures and the general culture? Is this reflected in the data available? These answers should then be related to death control programs, migratory patterns and agricultural development plans and assistance.
2. If there has been a sizeable increase in the urban areas of the region, what has been its cause, and how has it affected the growth of the cities? The geography of the urban region should be related to the questions of such migration, population growth in the urban area, and figures on employment, unemployment and underemployment. It should be useful to introduce the concept of economic sectors at this time.

C. *Population and Economic Growth:* The concept of economic growth, that has been mentioned in Part II, should be reintroduced and defined more precisely. After distinguishing it from economic expansion, the concept should be viewed in demographic terms.

1. First the question of whether or not economic growth has occurred and to what extent and in what areas should be investigated.
2. This economic information should then be related to the demographic information already gathered in terms of: (a) whether the population has physically migrated to geographic areas of economic growth; (b) whether the fruits of growth have been distributed among the various groups of the population and, if not, is this relfected in patterns of population expansion; and (c) whether or not there is a correlation between the growth in population and participation in political or economic decision making.

III. *Development:*[6] The question of development has been identified with a number of other terms including industrilization, economic growth, modernization, and total change, that is, a synonym for everything. These terms should be analysed in documents reflecting the views of the inhabitants of the region, and in terms of more general views to see how they coincide. Without becoming bogged down in some universal definition of the word, the students should assess the general views, and the implication of those views by the decision makers of the area being studied.

A. *Economic Change:* Most countries have achieved some form of development, for example, a rise in national income per capita. However, the gap between rich and poor within these nations has often

[6] *Report on a Unified Approach to Development Analysis and Planning Preliminary Report of the Secretary-General,* United Nations Economic and Social Council, Commission for Social Development, E/CN.5/477, October 25, 1972. This document should be consulted for a more elaborate description of the methodology suggested here.

grown, in addition to the rise in national income, as has the gap between rich and poor nations. A number of other traits have accompanied this economic growth which at one time was identified with development.* The students can investigate their area to see the nature and extent to which the following problems have accompanied economic change in the past few decades:

1. Unemployment and underemployment.
2. The fruits of growth going only to a minority.
3. Development decision-making participation restricted to only a few.
4. Societal disruption and increased violence.
5. Violation of basic human rights by groups holding power.
6. The squandering of irreplaceable natural resources and environmental degradation.
7. Unmanageable population growth and urbanization.

B. *Developmental Planning*: Since economic growth has been accompanied by these unwanted and unanticipated symptoms, those concerned with development must define their objectives. Once such precision is achieved, then instruments can be created to accomplish the new goals.

1. In a highly interdependent world, nation-state governments must cope with a broad number of forces that cannot be anticipated or directly influenced. The students should examine just how the society under their scrutiny is dealing with this problem; for example, is the state affiliating regionally or withdrawing?
2. Considering development merely a technical exercise, even if defined more broadly than economic growth, essentially leaves the choices to experts and the implementation often breeds resistance, and is simply not done. The group should therefore examine just how societal change occurs in terms of decision-makers, implementation and resistance to dislocating choices.
3. The two points above are essentially a method for examining the planning of the society under investigation. Usually development plans are available from the United Nations, aid contracts with a variety of organizations such as the World Bank, USAID, or from the nations themselves. For the local area various planning agencies exist. Interviews with planners, local politicians, and with representatives of citizen groups concerned with planning, such as environmental groups, ethnic groups, Chambers of Commerce and others will provide the same sort of data, although not in as organized a fashion. The questions that examination of planning raises are:
   a) Are the programs viable? That is, are the resources available and in the control of those responsible for implementation?
   b) Are the programs acceptable in the sense that they promote well-being in the view of the members of the society?
4. The above analysis stresses decision-making and the style of development that the nation-state or region chooses to follow. There may be a serious gap between the announced style and the real style.

C. Areas in which developmental style can be judged. Neither the data nor the time will be available to have the students look at all the following areas, yet, to understand the process and correlational problems, several should be examined.

*It should be noted by the staff and impressed upon the students that the concept of development implies that humans can shape the future and that societies have the capabilities to do so. This point should be used to show that development is not impossible, but it is difficult, for it involves cruel choices and many complexities. Sometimes, students feel the problems should be ignored because they are too complex and every effort should be made to overcome this view. This does not mean the future will take care of itself, however.

1. *Comprehensiveness*: Do development plans in the short or long run deal with whole society?
2. *Rapidity:* Development should be bold enough to encourage mobilization, but not so fast that it produces dislocations that cannot be dealt with.
3. *Distribution:* How are the benefits of development distributed and paid for?
4. *Rural Development:* This is a major question in terms of most developing areas, and there is a serious need for students to grasp the problems. If only one or two areas of measurement can be taken, then it should be this one.
5. *Industrialization:* The question here is what kind of industrialization is both viable and acceptable, Both rural and industrial development will be viewed in the section on technology.
6. *Employment:* Labor policy and mobilization can be a most useful inquiry in judging development for it immediately brings in the question of education and rural development. The International Labor Organization has done several country studies on this topic, and can provide a considerable amount of information that will be directly useful.
7. *Education:* As the students already know, education is intimately related to societal goals and values. The relationship between education and development, particularly in a developing area where resources are scarce, can provide an interesting investigation in which the technical problems are not as severe as in the directly economic areas. It also provides a beginning for them to measure their own role in terms of the course.
8. *Environmental Questions:* This can involve long range and short range analysis of costs and benefits. The question of priorities and participation in development planning can be studied in this topic and provide some interesting comparisons between the local region and other areas under investigation.

D. *Institution Building:* Clearly related to the implementation of various aspects of development policy, is the question of institutions which are the focus of mobilizing resources. These bodies, if they are responsive, can be crucial to development and the method by which the society relates to the interdependent world. They can also be overblown bureaucracies demanding disproprotionate pay for minimal services. The students should look at the role of several institutions, and especially the transition that took place if the area was once a colony.

IV *Technology:* As was stated in the historical section, science insofar as it has a direct influence on socio-political reality, does so through technology. In this section the students should attempt to see the relationship and impact of the two groups of people primarily responsible for technology.

A. If it is at all possible, the class should undertake to build something on their own. A play house for a playground might be useful, or perhaps building a small pond without the use of an electric pump. The problem solving involved in this exercise will give them some appreciation of the craftsman. Having a local carpenter, plumber, or whoever else is appropriate to the project evaluate their work, should also increase their awareness of the skills involved.

B. Having rather thoroughly investigated the goals of the society being studied, the question that next occurs is what technology is appropriate to those goals. The criteria of such a judgment will require that the

students understand the implications of scientifically bred technology. Not all the developmental sectors need be considered, but the choices should be seen in terms of what will not be studied, and usefulness in comparing the study to work done in other areas.

1. If science is a major element in the global systems which exist, then a powerful influence will be exercised on a nation to demonstrate the modernity of that nation so scientifically induced technology may be chosen. Science applied to problems directly affecting societies in developing nations can be useful, as in the case of birth control devises, or high yield crops. The use of technology brings change, and the society must be prepared to cope with that change.
2. The use of technology must be related to all the developmental objectives of the area, as well as the societal values of the area involved. Thus the use of local or intermediate technology may be more appropriate than the technical ideal of an expert schooled in the methods of the developed country.
3. The use of so called high technology, meaning science related technology, can build structures that predetermine other choices favoring global systems or other nations over the needs of the society in question. Past choices in this regard should be analyzed. The problem of foreign investment should be reserved for the next section, although it is appropriate here as well.

V. *International Organizations:* The direct influence of the global superculture comes through the activities of international, multinational and transnational organizations. While much of the attention of the students to this point has been directed toward the internal structure of the individual areas, this topic will focus upon the external relationships of the region. If the area is subnational as the local area will certainly be, it may be well to consider some of the external relationships of the region in a national context.

A. The first task will be to discover what connections exist between the region being studied and the various organizations that exist. It is a matter of finding out how many there are and what they do.

B. The next task will be to discover what the relationship of these organizations is to the region in terms of development and connections to the global superculture. In the areas that are being studied only through source material, the judgments should be based upon the nature of the projects and activities that they undertake. However, if individuals from that region are available because of their jobs or opportunities in a transnational organization, they should be sought out and given the opportunity to discuss their viewpoint. In the study of the immediate area, discerning the influence of these organizations will necessitate direct contact and interviews.

1. In the analysis of the organizations, the purpose of the organization to a large degree determines its relationship to the society to which it relates. The measure of the flow of wealth, talent, and resources in and out of the area needs to be established first, then judgments made concerning the value of such inputs and outflows in terms of the needs of the region and the organizations. By this time the students will have gained the ability to sense that such judgments cannot be made simply, for the effects of such organizations will penetrate a wide number of activities in the society. The role of churches, for example, can be most complex.
2. The other category in which to consider these organizations concerns their role in providing access to the international elites for members of

the society. This too can have both positive and negative value for the area, in terms of adding expertise to the society, or resulting in the brain drain.

C. *Multinational Corporations:* These are special cases and need to be judged in terms of the influence they have on the society. The setting-up of criteria for judgment can be a method of evaluation of the grasp the students have of the complexity of the relationships between global systems and traditional cultures. An excellent bibliography on the MNC's can be found in the December, 1972 (Vol. 16, no. 4) issue of the *International Studies Quarterly.* For the local area, do not look just for the gigantic firms such as IBM, or ITT, but also examine the transnational role of smaller concerns in the region.

1. The benefits and liabilities of foreign investment should be discussed here.
2. In considering the impact of the MNC on the local area in which the students live, it is well not to concentrate only upon the global connections but also consider dependency of the area on jobs, taxes and so forth. Up to a certain point, multinational corporations will be quite open with students, although they usually will not release data for analysis unless it is already public. For a general discussion of transnational organizations, see Keohane and Nye, *Transnational Relations and World Politics* in the bibliography of Appendix B (68).

VI. *International Conflict:* The study of war and conflict resolution can be all absorbing in itself. It is obvious that development is not a harmonious process and involves considerable conflict. The study of war, conflict and conflict management should relate specifically to the area being studied, but there are many resources that can give the study perspective and focus.

A. *External War:* This may not have occurred except in the process of liberation. However, serious tensions likely to cause conflict may have occurred in the region. The key to looking at the questions of these conflicts is to discover what measures and organizations assisted in the resolution of the conflict, or were tried and failed. The external role of the military could also be considered here, for the need for armed forces can be used as a method for diverting attention away from serious problems related to development.

B. *Internal War:* Conflict or the potential for conflict exists in almost all developing areas, either from the lack of harmony between various groups within the traditional subculture, or because of the inequality of distribution of resources. Specific problems and the attempts to resolve them should be examined. The 1972 Yearbook of the Association for Supervision and Curriculum Development (Washington, D.C.), entitled *A New Look at Progressive Education,* contains a number of resources for the study of conflict resolution. Harry Eckstein's article can be used for the study of internal war.[7]

VII. *Ecology:* The final issue will be one that most students can easily sense in a global perspective. The subject is broad enough to be considered in a variety of ways but should be clearly related to the region being investigated.

A. The first question to consider will concern the geography of the area, in terms of the natural and human ecology. What is the situation? To what degree is environmental quality or degradation the responsibility of the subculture under consideration? It may be that the problems relate more to the global superculture than to anything the local area can do.

[7].Eckstein, Harry, "On the Etiology of Internal Wars," *History ar I Theory,* No. 4, 1965, pp. 119–147.

B. The next topic must be the degree to which development must cope with the problem of environmental degradation, both in human terms and in terms of the natural environment. Here, if possible, specific policy should be investigated, both in international forums and in local planning.

C. The topic of spatial distribution and redistribution of developmental activities opens a variety of possibilities for analyzing the region. Most growth or so called development has shown a great similarity to the creation of the developed societies that have begun to experience severe dislocations because of ecological imbalance. Many have assumed that this is somehow to be expected, but it seems unlikely that such an attitude can continue much longer. The argument suggested by a misreading of *Limits to Growth*,[8] which was much more of an exploration in analysis than a concrete prediction, that all growth must stop is clearly going to be ignored by developing regions. The challenge that the book does present is how can a new model of development be conceived that does not have ecological disaster as a bi-product? Only some other use of space than the traditional urban/suburban complexes of the present that is also reflective of societal goals can be the answer. The possibilities for each area should be considered by the students as their last exercise in this segment of the course.

Materials and a Note on Area Studies:

One of the most difficult aspects of this curriculum outline will be the development of the area studies. At the present time none exists in a form that is readily usable. However, one can and will find that a great quantity of material has been produced about development and developing countries in the past twenty-five years. The institutional supports for research on the process of development and on specific developing areas have focused their attention on the need for experts, aid programs, and foundation research. The material from which the faculty must choose has been written for those engaged in development rather than for those who wish to comprehend it. Thus the literature must be molded to meet the needs of the course.

Leaving aside for the moment the matter of the use of the immediate area of student concentration, the regions to be selected for the area studies must be chosen by each institution that adopts this curriculum. Certainly the choice will be based on the needs of the students, the resources of the staff and institution, and on the suitability of the areas for comparison with the local area. Since the general aims of the course are to allow the student to appreciate the interaction of the global superculture with the traditional cultures, the ability of student to diagnose and create objective propositions about this subject should also be considered.

However, for comparative purposes, the staff may wish to select a sub-national region, and a nation-state that is part of a multi-national association. Consideration of a nation-state that has consciously sought to develop on the pattern of the western states of England and United States, such as Japan, or Australia might also be added beyond the basic core. Another addition could be a country that has followed or adapted the pattern of the Soviet Union such as Yugoslavia or Poland.

Certainly every choice will entail regrettable omissions but the primary aim is to enlighten the student, not to drown him in a morass of empirical data. China and India would overwhelm, and some of the least developed areas such as the Amazon basin or the far north of Canada, might lead the student to assume that geography was the sole determinant of development. It is to be hoped that implementation and evaluation will produce other criteria, but by way of example, the following groups are suggested:

[8] Meadows, Donella, *et al.*, *The Limits to Growth*, New York, Universe Books, 1972.

a. Sub-national regions:
   Southeastern India
   Southern Italy (including Sicily)
   Quebec
   Northeastern Brazil

b. Nation-states:
   Tanzania
   Indonesia
   Chile
   Ireland

c. Multination associations:
   The Andean Pact
   UDEAC (Union douaniere et economique de l'Afrique centrale)
   Central American Common Market
   OPEC (Organization of Petroleum Exporting Countries)

The format of the area studies is related to the problem of methodology. The matter of groups is important not only for the similarity to the development process, but also to permit investigation in a manner that permits interaction on the question of evaluation. The data should be prepared in a descriptive fashion, in a way that is appropriate to the skills of the students. This could range from simple manipulations of information and value exchanges among the students in the groups, to consideration of the questions of measuring social development in a quantitative fashion as suggested in Nancy Baster's book.[9] It is important, however, to remember that quantification can be a seductive game, enabling students to avoid the very real human problems that development entails. In many traditional courses, the students are expected to learn the data. Such cannot be the case in this section of Global Development Studies. The aim should be to analyze the information and to learn to use it in a way that will permit analysis outside the course in whatever fashion they confront global realities. Such a method could benefit from discussion with those who live in the area being studied, such as foreign students in American schools or nationals from the area who are in the United States for work or travel. Trying to cope with the area in this fashion will not produce right and wrong answers, but judgments that will be constantly amended as the student gains more information or interacts with people holding different views on the same topic. For some students reaching this stage will take a long time as they are wholly unused to having their opinion count for anything; for others the problem will be to discern the difference between the propounding of a value judgment and coming to a reasoned opinion.

The extent to which the system of teaching suggested in the above section can be pursued will depend upon the information which can be gathered in a usable form. A number of organizations, most of which are listed in the organizations section of this publication, can be of assistance in obtaining the data. First and foremost is the United Nations. Most of the agencies have a great quantity of literature on each member state. As was mentioned above, the International Labor Organization[10] has country studies on employment that relate much of the information needed for the area study to the question of employment. The Organization for Economic Cooperation and Development has country studies of member states as well as other useful information. There are many scholars in various area studies programs in universities and colleges throughout the nation who have an interest in development and who could be used as resource consultants and guides. The Organization of American States, and other regional bodies, publish large

[9] Baster, Nancy ed., *Measuring Development: The Role and Adequacy of Development Indicators*, London, Frank Cass and Co., 1972.

[10] International Labor Organization, 666 11th Street, N.W., Washington, D.C. 20001

quantities of information. Finally there are groups in the United States specifically designed to assist faculty in preparing material about area studies, such as the Asia Society (see organizations listing). Certainly the main problem is not a lack of information, but the time in which the staff can sort it out, rewrite and put it into a manageable form for the students.

The study of the immediate locale in which the course is taught has separate problems. In order to facilitate this aspect of the investigation, the useful resources and organizations need to be surveyed and contacted. Over the years, the material gathered together can be most comprehensive. It might be that collection of data could be done in conjunction with, and using the assistance of, county political leaders, county or regional planning agencies, state or local development bodies, and so on. Activist groups, such as the Welfare Rights Organization or environmental lobbies, could both aid and use the data collected. Architects, lawyers, and concerned businessmen might assist. The only limits are those of time and imagination by the staff and students. The issues, however, are explosive and thus perceptive, and contacts for use in future courses might be maintained by relating the data to some particular group concerned with planning. Such a plan will of course enhance the worth of the often tedious process of data collection in the view of the students. Newspapers and local reporters also are good sources of information and might be thought of in terms of publishing student papers. Although the process of gathering information with a local area has learning value beyond just Global Development Studies, it should not become an end in itself. The knowledge sought should be focused on the ability to draw comparisons with the other areas being investigated in the course.

The basic information needed for the area studies is as follows:

I. The static information (conditions with which development planners must cope).
   - A. Basic geographical information (size of country, location, boundaries, climate, topography and so on).
   - B. Available and potential resources.
   - C. Population size and density (racial, tribal and/or minority constituency).
   - D. Economic and political ties with other countries as well as transnational organizations.
   - E. General history, culture, and languages.

II. The pattern of institutions and process through which decisions are made and the stability of such institutions and processes.

III. The conditions of influencing the instruments of development.
   - A. The extent and nature of national autonomy.
   - B. The extent and nature of popular participation in national and/or regional decision-making.
   - C. The emphasis given to production in various sectors, to specific lines and techniques of production, incentives, and forms of control over the means of production.
   - D. The distribution of the fruits of production, especially development induced production and mechanisms for redistribution.
   - E. The encouragement or discouragement of specific forms of individual or collective consumption of goods and services.
   - F. The extent and nature of the protection of the human environment.
   - G. The extent and nature of the protection of human relationships contributing to solidarity, security, self-realization, and freedom.

IV. The extent and nature of regional planning in one or more areas within the country as well as the relationship of that plan to the other areas and national plans.

V. The number, scope, and activities of international, and transnational organizations in the area.

Once implementation begins, area studies will become more readily available, but until that time, those attempting to introduce the course will need various institutional supports, particularly from their own school, college or university, to create them.

Part 4 Evaluation and Comparison

The final part of the course should last about as long as the first section of the course, roughly two weeks. Elaborate outlines and methods for this section would be superfluous, for the experience itself will determine the manner in which this period of time will be used. It may be useful, however, to offer several suggestions to those implementing the course.

A. Comparison of the styles of development of the various regions studied should be undertaken. During Part II of the course, this exercise will probably have been done with each topic. Bringing the comparisons together would provide a forum for the individuals and groups to express their particular views about development in terms of their own experience. The discussion could focus upon American foreign policy or the meaning of development at the local level, and could lead to deliberations on the relevance of the course for the students themselves, or to a discussion of how a variety of careers might benefit from understanding the interrelationship between global systems and the many subcultures. These symposia could be particularly important if at least one of the outcomes emphasized the need for more experts to help attack global problems.

B. A second focus during this period could deal with personal evaluation. It may be that the course, for the institution's sake, will have to have "A's" and "B's," but if this competitive structure becomes too important to the students, a good deal of what can be gained, will be lost in a plethora of "wadidyagets." Throughout the course, contact with those involved in development, or with those living in other cultures, should be stimulated so that whatever new perceptions the students gain can be tested in a cross cultural situation. Direct human communication about difficult, but common, problems will do as much for the students as any amount of pondering in isolation. Reflection and renewed contact will give the student an awareness of one's self and a confidence in one's ability to cope with global reality.

   1. The difficulty with personal contact, however, is that people from other areas are not always available to talk to a class in Global Development Studies. Therefore it seems wise to establish contact with someone in areas being studied by means of the exchange of letters. In this way the students can learn to express their views in an international setting, knowing that they will be responsibile for what they say. Although the idea of "pen pals" may seem a bit childish, once the letters are exchanged that notion will be dispelled. Such a suggestion should not be viewed as discouraging dialogue on a personal level, but as an activity to be added to whatever personal exchanges can be arranged.
   2. Evaluation can also emerge from the sense of personal development which the student gains from the course. To heighten this personal appraisal each student in the class might maintain a journal documenting his or her personal impressions and perceptions of significant aspects of the course. Such a notebook could form the basis of a written evaluation to be used for giving a grade, if necessary, and for changing the course in subsequent offerings.

C. This final period could also be used for a project related to community development in the local area. Such an effort could involve writing a series of articles for a local newspaper, or assisting a local environmental group. Both the choice of such an action and participation in it would involve discussions which should bring out the kinds of perceptions of development the students have gained during the course.

Appendix A

Structural Methodology in Global Development Studies

Once a school or college has expressed a strong interest in Global Development Studies, discussions should be initiated to obtain commitment for the program. Funding will be needed, and both the administration and the departments involved in teaching the course must promote this broader, interdisciplinary approach. Procedural matters such as prerequisites, library acquisitions, and resource personnel will be necessary if the faculty involved in the program are to create a viable situation for the students to move into the more established systems of the institution. Departments should be given the opportunity to suggest components that they consider necessary or desirable.

Once the necessary supportive atmosphere has been created, the next task of the school or college is to appoint a staff. Since the course is interdisciplinary, members from more than one department will jointly teach the course, and together they can develop a curriculum which will reflect the needs and goals of that particular institution. Hopefully the energy, enthusiasm, and experience of faculty who may not be formally designated as instructors for the Global Development course will be tapped, not only to widen the students' experiences, but also to channel the efforts of "global minded" faculty toward the course.

In order for the team to work efficiently, it should probably number between four to six, although a secondary school with adequate material preparation could handle the course satisfactorily with two or three. After the initial years of innovation and evaluation, a smaller number of individuals may be possible. The selected group of teachers, perhaps in conjunction with graduate students, should take a period of time together in which they would plan the presentation of the course, develop the necessary materials and learn to work in an integrated fashion. Although one person should be designated as the leader of the team, *all* should take responsibility for the operation in order to insure the dialogue needed for the interaction of the team as both researchers and teachers. *All* members of the teaching group must be willing to assume responsibility for the course! Ideally this period of course development would last for a summer or a semester, and if other similar programs were beginning at other institutions some form of communication could be established. A newsletter or an occasional weekend conference might be useful even after the programs were underway.

While the concept of interdisciplinary teaching is much in vogue, its actual practice occurs infrequently. The reason for this relates to the difficulties in implementation of such an effort. Usually, in the field of teaching, what is labeled interdisciplinary would be more accurately described as multidisciplinary. The distinction, particularly from the students' point of view, involves the intellectual honesty of the teachers. A multidisciplinary approach presents the student with a topic viewed from within the confines of several particular disciplines and leaves the problem of integration to the students' imagination, skill, (which, of course, the teachers are seeking to develop) or interest. Therefore, as the team assembles to develop the course, it must constantly keep in mind the need to treat the subject matter from a unified approach, knowing the pitfalls and the pull of the multidisciplinary approach. The staff in this project must be guided by common sense, trial and error, and the determination to confront the question of values. The course development will be a continuing process of interaction, reflection, implementation, and evaluation both among the staff and, later during the course, with the students.

To achieve more lasting results in the creation of such a program as Global Development Studies, each participating teacher should perceive his or her role

clearly. The problems must be approached from three angles by each person. First, as a specialist, the teacher will bring disciplinary competency and experiential knowledge to the group. Secondly, as a generalist, providing a wholistic interpretation of the problems, each contributing teacher must be prepared to move beyond the constraints of his or her own discipline, after having served as its spokesman. Finally, as an individual, having values about life's ultimate meaning, the participant should investigate, defend and challenge value conclusions related to the issues. This interaction, rather than any scientific paradigm, will act as the mechanism moving the course from multidisciplinary to interdisciplinary. This method seeks to utilize the totality of resources found in the collective body—imagination, commitment, experience and disciplined intelligence. As Denis Goulet[1] has suggested, the team must undertake "dialogue until it hurts." The staff's enthusiasm must provide enough momentum to cut through traditional departmental boundaries or administrative indifference, in order to serve as a springboard to introduce their students to the broad field of Global Development Studies.

[1]Goulet, D., "An Ethical Model for the Study of Values," *Harvard Educational Review*, Vol. 41-2, May 1971, pp. 205-227.

Appendix B

A Suggested Framework for the Historiography of Global Development

Part II of this Curriculum stresses the need for some historical perspectives, before students are plunged into the highly contemporary topics involved in Global Development Studies. Development on a global scale is dynamic; it has a history and a future as well as a present. While forecasters of the futurologist school are popular, to the extent that their projections become validated, they will owe their accuracy to historic, accelerating trends, correctly recognized, analysed and extended, rather than through some mystique of fortune telling.

The historiography of global development has not been documented; it hardly has been attempted. Yet, some experimental approaches are needed if both teacher and student are to benefit from constructive hindsight. What follows, then, is a design which, while open to and even inviting much scholarly criticism and disagreement, indicates the richness of history in helping explain and comprehend the present. If the specifics are, in part, found wanting, as they well may be, we believe that the objective of providing students with some historical background to global development remains valid.

The resources of other disciplines, particularly those of economics, philosophy, sociology, geography and the natural sciences can also make a major contribution toward a balanced historical perspective for Global Development Studies.

The structural framework of the following outline does not correspond exactly to the format used in the curriculum model.

I. An Overview of pre-industrial societies:

While a better title might be "Are the Poor Always With Us?," the primary aim of the first exercises will be to have the students look into their perceptions of a traditional society and compare those views with reality. The focus of this comparison should emphasize the affluence able to be generated by the traditional agrarian civilizations of the past (China, the Americas, India, Africa, or the Mediterranean Basin). The aim is to stimulate an appreciation of the force of change caused by the increase in productive capacity by man during the modern era.

A. Pre-industrial societies were usually divided into relatively small elite and vast peasant classes, in terms of gross analysis. While the peasant classes may not have been exploited in the modern sense of the word, their share of the productive and natural wealth of the societies was limited, and most unequal.

Exercises:

The purpose of the following two exercises is to compare preconceptions of pre-industrial societies with historical fact.

(i) The class could view one of the great Hollywood spectaculars dealing with past civilizations, such as *Intolerance*, *Cleopatra*, *Spartacus*, or *Tarus Bulba*. Using the film as a resource, they could then reconstruct the structure of the civilization depicted and compare it to realistic assessments, afterwards, based upon historical scholarship.

(ii) The students could construct several societal models based solely on their own preconceptions, and then compare those to accounts based upon historical scholarship.

B. The elites of ancient civilizations and the vast number of agricultural workers

lived in ways that did not always directly relate. The functional role of the elites involved produce a surplus by supervising irrigation projects, insuring and maintaining trade and communication. Other cultural and political activities also consumed their time, and these often had little influence upon the peasant classes, unless they became so all consuming that the functional role was neglected. Peasant life, on the other hand, revolved about a traditional set of activities related to the seasonal requirements of agriculture in order to produce the surplus that permitted the elite to exist. While this functional role dominated the life of the peasant, his political, cultural and religious life within his village and family added many dimensions to his existence. This societal dichotomy should be examined in the following exercises. The emphasis should be upon the role of the majorities in elite substitutions.

Exercises:

(i) Purpose: To understand the stability of the peasant role in pre-industrial societies. Students could examine a brief version of Slavic History emphasizing the permanence of peasant traditions, society, and culture despite the many elite changes by conquest or imperial aggrandizement. This stability could be compared with the influence of dynastic change in Pharaonic Egypt and China on the peasant classes.

(ii) Purpose: To gain further knowledge of peasant existence. Examine literary evidence concerning the life of the agricultural workers from a variety of ancient civilizations. Other evidence might also be useful to avoid the sentimentality of someone like Virgil.

(iii) Purpose: To illustrate the fixed nature of the peasant traditions. Compare the life of the peasant classes of Mexico or Peru in terms of the quality of their existence, just before and just after the conquest by the Spanish.

Materials: In any one of these exercises filmstrips designed for use in World History courses might be of value, if they are screened beforehand in terms of value judgments about traditional society. Also, see (32), (49), (53), (67), (73), (99), (100), (112), (113), (120), (121), (122), (126).

C The word "poverty" should be the focus of the next investigation. The students could discuss and analyze the applicability of the concept to the traditional society by focusing upon the degree to which that society could and did meet the needs of agricultural workers who constituted the mass majority. This should give the students some consciousness of their own views about poverty in the consumer society in a global context. A caution should be issued here concerning the potential danger of romanticizing the life of the peasant, for they did depend upon the elites whose record of responsibility is not particularly good.

Exercises:

(i) Purpose: To clarify the students' attitude toward poverty. Word associations with poverty and related words, or group definitions of the word "poverty", could precede discussion of its application to traditional societies.

(ii) Purpose: To compare ancient and modern poverty. Literary evidence of poverty usually in the form of letters, official complaints, or travellers' descriptions from ancient civilizations could be read in source books for ancient history. These could be compared with modern descriptions in government documents and speeches.

(iii) Comparative readings from Malthus on population, and selections from

Buckminster Fuller, might provoke interesting discussions on the nature of poverty and population. (40), (52), (84).

(iv) The Japanese film or book, *Woman in the Dunes* (128), could provide a focus for discussion on the idea that poverty and culture are related.

D. The contemporary use of the word "imperialism" and its associations with inequality suggest that the last exercise in this overview should concern the meaning of that word for traditional societies. The extent of the investigation will again depend upon time allocations and student background, but the consideration of the ability of imperial elites to change the lives of majorities in traditional societies as compared with the modern imperial structures deserves recognition. Another facet of this comparison should be the limits on size of imperial domains in traditional societies and contemporary examples.

Exercise:

Purpose: To consider the meaning of imperialism. A description of the absorption of conquering elites by the cultures of Egypt, Sumer and China could be compared with the British conquest of Burma or the French conquest of Vietnam. The definition and etymology of the word "imperialism" or "Emperor" for various cultures could be examined and then compared to modern definitions. The examination of the religious political authority and its method of transferral in different cultures where the leader has the title "Emperor" in English would be helpful in this exercise.

Materials: (32), (49), (53), (67), (73), (99), (100), (112), (113), (120), (121), (122), (126).

II. An Examination of Contemporary History:

A fundamental assumption made here is that human history has been dramatically altered by the development and application of science to the processes of production by economic organizations that have a global impact. These enterprises have their own history, as does the History of Science. The intertwining of these two forces during the latter part of the nineteenth century provided one of the key elements in the superculture that has emerged since that time. This event in which business companies harnessed the knowledge of science to improve or invent their technology can be referred to as the second industrial revolution. The power and scope of this change, which was inconceivable to people of earlier times, needs to be appreciated, for interdependence has its origins in this innovation.

A. *The Origins of Modern Science:* As a field, the History of Science is the bastard child of both Science and History, professionally if not intellectually. The illegitimacy of the area has resulted in a superficial understanding of its role in the creation of the superculture, and a consequent lack of materials and methods for teaching about its impact. Thus, those who implement Global Development Studies will necessarily be called upon to be their most creative in this area. The difficulties should not preclude the handling of the subject, however, for without an appreciation of the role that science plays in the global system, understanding it will be most arduous.

1. The first Scientific Revolution deals with the conceptual development of science by men from Copernicus to Newton. This intelluctual framework is often covered in the standard text on European History and European or Western Intellectual History, for it is universally recognized as the most important contribution that Europeans have made to man's cultural heritage. (94)

Exercises:

(i) Purpose: To gain an overview of the importance of the first Scientific Revolution. The students should survey the standard texts on the History of Science, which are: Herbert Butterfield, *The Origins of Modern Science* (21), which is most readable; C. Gillispie, *The Edge of Objectivity* (41); and Bronowski and Mazlish, *The Western Intellectual Tradition* (18), which attempts to demonstrate the interrelationship between scientific thought and other areas. T.S. Kuhn's *The Structure of Scientific Revolution* (76) is usually difficult for students, but should be consulted by the staff. Also (57).

(ii) Purpose: To gain insight into the nature of scientific thought. The students could make a series of predictions concerning diverse topics that they feel confident about. Then the class as a whole could analyze their basis for those predictions, after considering the dilemma that faced late medieval and early Renaissance thinkers as they struggled to explain the flight of the arrow. Other than discussing prepared readings and possibly viewing some biographical films, few definite exercises exist for teaching the History of Science.

(iii) Purpose: To see the history of science in a global perspective. The problem of ethnocentrism often emerges in the teaching of the History of Science, as well as in the historical writings themselves. Students will not find it easy to appreciate other cultural outlooks that do not depend on science. One method for dealing with this problem would be to ask, as Einstein did, why science developed in Europe. No difficulty exists in understanding why China or India did not create science, he suggested; the problem is, why did the Europeans? Posing the problem in terms of the peculiarity of the European sometimes turns student thinking about. Joseph Needham can be useful here (90), (91).

2. *The Second Scientific Revolution and the Second Industrial Revolution:* Science, when it influences socio-economic development at all, does so through technology. Teachers and historians tend to mix these very different areas together because of the pervasive influence of science and technology in highly publicized research and development programs such as the American and Russian space efforts. Yet such a direct influence did not exist before the last third of the nineteenth century. Technological innovation comes from the milieu of the craftsman and the inventor, at least traditionally, and this source must be considered in the so-called developing areas where scientifically inspired technology often has no immediate application.

   a. The first cognitive area for the class to consider is the relationship between science and technology.

Exercises:

The purpose of the following two exercises is to clarify the relationship between science and technology

(i) The class should attempt to define technology and its relationship to science on their own to give them some data to analyze for preconceptions. Other sources can be in the media where the word "scientific" and its synonyms often fail to make a clear distinction.

(ii) The story of Kepler as told by T.S. Kuhn is useful. When Kepler studied the optimum dimension of wine casks and the proportions which would yield the maximum content for the least consumption of wood, he helped to invent the calculus of variations, but existing wine casks were, he found, already built to

the dimensions he derived (75). Consideration of individual inventors and/or inventions not dependent on science would provoke greater clarification. The advance of thermodynamics in the nineteenth century by examining the work of craftsmen would be helpful as well. Materials: (76)

b. The next topic to consider should be the developments in electricity, chemistry and related fields during the first half of the nineteenth century. There is a tendency for social scientists and educators to think of science during the nineteenth century solely in terms of Darwin and Freud. While no attempt to minimize their importance should be made, their direct influence on business organizations was minimal. The presentation of this information will depend on the interest level of the class and the resources of the staff. A method for dealing with this area will not be suggested, therefore, other than to mention that some of the information can be gained from looking at the development of education in science during this period, and the formation of professional organizations and journals. (17), (75).

c. In order to relate this investigation to the primary objectives of the historical background, the class should investigate the manner in which industrial organizations found science useful in developing technology for their own purposes. Two elements are involved: the creation of organizational structures that could accomodate research and development in the systematic and integral fashion, and the demonstration in specific industries that such an expense was profitable. It is these to two events that gave rise to the origin of two of the major elites in the global system, the transnational business and scientific communities. Two general considerations of this topic could preface classroom exercises: Chapter II in Barraclough (6) and Chapter III in Seers and Joy (106).

Exercises:

The purpose of the following exercises is to investigate the influence of the use of science by global business organizations, with or without the help of national governments. The following examples are general and might be supplanted by use of local resources either in the community, or by consulting with an economic historian on the staff. It might be helpful to divide the class into groups and have each group research one topic and then compare the results.

(i) The revolution in death control, where governments and businesses combined to eliminate many of the pandemic causes of death through pesticides, innoculations and public sanitation, could be traced. (64), (98), (106).

(ii) A case study of the formation and evolution of any one industry could be made, with the industry being directly related to the second scientific revolution, such as in aluminum, chemical dyes, computers or certain aspects of the oil industry. (12), (26), (48), (95).

(iii) The Green Revolution, an attempt to revolutionize world agricultural production through science, can be useful for demonstrating the manner in which the transnational scientific community operates, not only with business organizations and governments, but also with foundatons and educational institutions. (19), (61), (114), (125).

(iv) The structural growth of industries from local or regional organizations to complex multi-product international organizations, a necessary step in the origins of the multinational corporation of the present, should be studied. This structural growth necessarily preceded the global influence of the transnational scientific elite at least in its full impact. A source for this study would be the work of Alfred Chandler and other American economic historians. See especially Chandler's *Strategy and Structure* (22) for descriptions of Standard Oil, Dupont, General Motors, A & P, and Sears. The Manhattan Project would provide another subject about the transnational scientific community and the manner in which they have given enormous power to the traditional societies. The considerable documentation on this subject might recommend it. (47)

(v) A visit to a local industry to interview scientists engaged in research and development could be stimulating. Having students discuss the nature of the global scientific community and its organizations with these individuals can be most useful for giving students data for class discussion.

B. *Imperialism and the Nation-State:* Europe has created another concept of importance to the global system, besides science, and that is the nation-state. This political unit has emerged in all corners of the world, to use a Sumerian metaphor, as the best form of organization, or at least the most chosen. Yet this appearance of fragmentation causes more intellectual confusion and value disorientation than any other aspect of Global Development Studies. The class must confront the seeming contradiction of being asked to accept the concept of interdependence, despite the evidence of their own experience that the world has been compartmentalized into nation-state boxes. Few students have difficulty grasping the idea of interdependence or global system in the abstract. Most students have considerable difficulty believing that it matters much. This is the crux of the course, and until the students attain a new level of proficiency, the frustration makes the solution of giving up as desirable as resolving the problem. It is not a question merely of presenting the reality of interdependence; that is quite simple. The quality and quantity of the evidence suggests that the nation-state is autonomous and should defend its interests, determine its own course and compete vigorously with the other nation-states, not in terms of interdependence, but in terms of the inter-state system. In that system, the victor obtains the spoils.

1. The first question, then, becomes having the students determine just what the nation-state means to them.

Exercises:

The purpose of the following three exercises is to make the students aware of their own preconceptions.

(i) Word associations provide ready data for value analysis. Have the students respond to a number of different words related to the idea of nation and to the idea of global. Then in groups, make a determination of the class view or views of the nation-state.

(ii) The students should give three adjectives that they feel accurately describe themselves. Add this information to the above data (Exercise i) to see how many see themselves primarily as citizens of a nation-state.

(iii) The students could compare short readings emphasizing patriotism and global interdependence. Examples of such readings can often be found in the *New York Times* "Op-ed" page. e.g., A column by Richard Barnet on June 19, 1971, compared to President Richard Nixon's Labor Day address of the same year.

2. The evident lack of precision concerning just what the nation-state is will open up the opportunity to survey briefly the historical development of the nation-state to the first part of the nineteenth century.

Exercises:

(i) Purpose: To give the students historical background. The staff should prepare a short background paper on the emergence of the dynastic state. Emphasis in this paper should center upon the concepts of sovereignty and competitiveness within the state system. Traditional history faculty should remember that this is a reference, not something to be assimilated for all time. (94).

(ii) Purpose: To help students understand the growth of the concept of "nation-state." The students should consider the implications of the word "nation" and the reasons for its conjunction with the word "state." The Declaration of Independence can be useful, and few people have read it. For other useful reading on a comparative basis, see Robert A. Goldwin, ed., *Readings in World Politics* (42). Also (97).

(iii) Purpose: To focus student thinking on mass politics in the modern state. Have the students consider the implication of such words and phrases as, "the will of the people," "popular soveriegnty," and the "self-determination of people" along with the idea of minority rights.

3. The middle of the nineteenth century witnessed an intense period of nation building. Several nation-states came into existence, such as Germany, Italy and Canada. Other nations undertook to implement programs of national development aimed primarily at what we would now label economic growth (Denmark, Russia and Japan). The major economic consideration of these nation-states centered upon the concepts of national markets and economies of scale, and national economic policies tended to foster such development. Subsidies (American railroads), protective tariffs and tax considerations (Germany and France), building of infrastructures (Denmark and Russia) or tentative national planning (Japan), are examples.

Exercises:

(i) Purpose: To develop background in 19th century nation building. The students could read a prepared overview of the period and process, and then examine and discuss specific examples of national markets, subsidies, protective tariffs, infrastructures, and economies of scale. Almost any American or European Economic History text will supply examples. (25), (54)

(ii) Purpose: To help students see the forces behind nation-state development. Have the students consider the motives for nation building and development schemes. Group investigation or prepared materials on different states, and later comparison, will bring out similarities. Denmark, Russia and Japan are helpful examples. (25), (54), (81), (82).

4. The period from roughly 1880 to 1920 marks the heyday of the thinking embodied in the phrase "the white man's burden." The nation-states that had been so active in internal matters began spreading their hegemony over the remainder of the world by taking over areas directly by conquest, or by gaining control of areas through financial investment, especially in Latin America. The sterile argument of whether this was good or bad for the colonial areas has little value, but its structure did determine the future conditions under which the developing nations would have to live and cope for a long time. The students must grasp these developments, for the global system of the present and the future has emerged directly or in response to the conditions of the period.
   a. The rationale for imperial expansion generated much more enthusiasm for conquest than was justified by the returns to the national states. Global business did benefit to a degree, but the pattern of world trade bears a remarkable similarity to the present system. The response to imperialism differed considerably from what was expected.

Exercises:

(i) Purpose: To illustrate the rapid changes in colonial domination. A simple examination of the changes made in the map of the world during this period will demonstrate the scale of the expansion. A list of the colonial wars would be helpful to understand the competition process. The students should also be aware that certain areas outside of Latin America were not directly conquered (Siam, Japan, China and Turkey). If time permits, individual examples help the students to understand the process, but it is wise to remember that traditional historical accounts of conquest tend to emphasize the unique aspects of each case. (27), (77), (108)

(ii) Purpose: To understand the rationale for imperialistic expansion. A comparison of the traditional views of imperialism, which is easy to come by in most source books of European History, can be made, The students could discuss these various views. (129)

(iii) Purpose: To study the flow of world trade and investment. If the data can be accumulated, the students should examine world trade figures to grasp that most of the trade occurred between the nation-states of the northern hemisphere, rather than between the mother country and the colonies. This trade pattern has continued until the present, in our lopsided world. See part I, pp. 11–12 ref. nos. (8), (14), (17)

(iv) Purpose: To consider whether imperialism is profitable. The students could compare the internal criticism of imperialism with the expenditures on colonial administrations. The rate of return on this investment will add to the discussion and can be found in most economic history texts on Europe. Other significant data to examine would be the growth rates of the major European powers with the nation-states that border on the Pacific (Canada, the United States, Japan, Russia and Australia). (6), (14)

(v) Purpose: To understand the relationship between economic imperialism and conflict between imperialistic nations. The students should consider the outbreak and course of World War I in terms of the data accumulated in exercises i-iv. Barraclough (6) will be useful in this examination, as well as in the following sections.

b. The response of the colonized areas to imperialist expansion varied considerably, as does the Third World's response to any global change. However, certain patterns do emerge, shaped by cultural traditions. In part this is a generational response in which the first reaction reflects the strength of reactionary appeals to traditional culture, and the second generation acquiesces to the superiority of the white colonizers. Obviously the last reaction is to seek independent status with an appeal to traditional culture and the use of European ideas and weapons. Only the first two should be considered here.

Exercises:

(i) Purpose: To understand the traditionalist reaction to direct conquest. Students should consider first examining various examples of conquest, such as the Philippine-American War, the Boxer Rebellion, the reaction of Hawaiians, religious cult opposition in India, "Chinese" Gordon in the Sudan, the Zulu War, and the Mexican Revolution. It might be well to have the students consider Persia, Siam, Afghanistan, Liberia and Japan, as areas not directly conquered, because the emphasis on violent opposition to imperialism can be deceptive.

(ii) Purpose: To understand the exportation of western ideas to colonial areas. Students should be aware that the contact between the colonial bureaucracy, missionaries, and company representatives, as well as travelers and entrepreneurs in colonial or dependent areas, formed the main basis for transmission of western ideas. The interaction can be examined through biographies of individuals from these areas (Gandhi is usually popular), and, if available, through autobiographies. A number of literary works in English describe life in the colonial service and could be used.

Materials: For the above exercises, see Black and Helmreich (14), which provides an excellent general coverage of the period with an extensive bibliography.

c. One last development in this period needs to be recognized: the creation of the League of Nations. While this body is usually discussed in terms of the peace treaties in 1919 and subsequent years, and its inability to prevent the Second World War, its work in other areas has often been ignored. A short review of work in non-European areas should be considered in terms of the establishment of an international civil service, technical assistance, health and labor activities and as a forum for international debate. (14), (123)

5. *Decolonization and Global Interdependence:* Although the global systems which exist today were present for the most part by 1920, the recognition of global interdependence still is not universal. The course from this time onward, then, is not the investigation of the origins of the global systems which presently exist, but the tracing of the history of those systems.

Exercises:

(i) Purpose: To bring out the coalescence of the global systems. The students need to examine the phenomenon of urban growth in a world context. The extent to which this comparison can take

place will depend upon time and resources, but the focus should be on interurban trade, attraction of population from rural areas, growth, and the beginnings of a global culture. Possible cities for study would be New York, London, New Delhi, Shanghai, Capetown, Vancouver and Rio de Janeiro. Sources for this exercise can be found in many of the source books for urban studies, certain sections of the High School Geography Project, Philip Bacon, ed., *Focus on Geography*, Chapters 4 and 6 (3), and Robert A. Harper, "A Basic Framework for Social Science," in James M. Becker, *An Examination of Objectives, Needs and Priorities in Internal Education* (11). Also (27).

(ii) Purpose: To clarify terms of reference. The students should evaluate just what the term "global system" means at this point in their thinking. Have them divide into groups and focus on one system (elites, geographical, economic, political) or another, as it existed in the 1920's.

a. *Decolonization Phase I:* The dramatic period of decolonization after World War II has tended to overshadow the first period of decolonization that occurred more slowly than the second and with much less resistance on the part of the mother countries. The independence of Canada, Australia, New Zealand and South Africa, and the formation of the association called the Commonwealth, did not come in a fit of revolution, but slowly through such actions as the Halibut Treaty of 1923, membership in the League of Nations, and representation at the Disarmament Conferences of the 1920's. The motivation and expectations concerning independence need to be examined closely, for the role of the nation-state in relationship to the global systems that already existed give a real understanding of the role that the nation-state plays. The concept of cultural independence, having a voice in the inter-state system, and preservation of local interests, all play a role. The eventual development of the Commonwealth, and before that the interest in special economic relationships and immigration laws, suggest that certain aspects of the global systems were recognized in the first part of the 20th Century, unlike the situation at the time of the American Revolution. Another similar step toward defining the role of the nation-state in terms of global realities can be discerned within the relationship between the United States and the countries of Latin America, particularly in the Hoover and Roosevelt Administrations. The Russian Revolution can also be examined in terms of the viability of using the model of Denmark in terms of modernization.

Exercise:

Purpose: To examine and compare examples of decolonization. By this time the students should have developed certain skills in comprehending global trends. The consideration of time will probably dictate that more reading be done in this investigation. However, if group work has been used throughout the course, the groups should be functioning on an efficient basis by this time. Therefore, investigation into decolonization of Commonwealth areas, the regional diplomacy of the Americas, and the Russian Revolution might be looked at simultaneously by different groups and then the results discussed.

Materials: Films and official propaganda make useful tools for examining the attitudes of the countries under investigation. The

Organization of American States also has some material, as would textbooks on American diplomatic history or Latin American history. (6), (14), (28), (29), (31), (33), (36), (63), (92), (116)

b. *The Depression:* The 1930's witnessed the first global crisis, for unlike previous events, few areas of the interdependent world or the traditional subcultures went unaffected. The economic collapse, therefore, offers a dramatic subject for students to investigate the nature and extent of what has come to be known as spaceship earth. Indeed, the case can be made for beginning global history here. Its scope allows the fullness of the interrelationships to be studied, yet its occurrence in time removes it from the student's experience, although not the public memory of which he has knowledge. The difficulty with the Depression as a topic relates to its advantages, for the breadth of inquiry demands that materials be drawn from many sources. No teacher's kit for studying the Depression on a Global Scale exists. Without such a package teachers often find it impossible to do more than gather the information and lecture. For the students to engage themselves beyond the manipulation of data, however, some form of guided inquiry and debate must occur. As with all the elements in this curriculum, what follows are suggestions for the creation of a package.

Traditionally historians of every nation have treated the Depression as a national event, and so few sources on the global characteristics are available. This is not quite the problem that it can be with other topics, though, for the cognitive goal in this section is not to see the global system in isolation, in order to learn of its existence, but to examine the interrelationships between these worldwide structures and the traditional subcultures, whether they are nation-states or colonial areas.

i. The first point should certainly be what happened and where. Teachers, especially if they have an economics background, may have the inclination to go beyond and explain the Depression's causes. However, to do so may involve the class in highly technical resources that do little for the main goals of the course. Perhaps the chapter biography of John Maynard Keynes, in Robert Heilbroner's *The Worldly Philosophers* (52), would satisfy such an urge by the staff or by the students.

Exercises:

(i) Purpose: To analyze the scope of the Depression. The students should examine the world trade figures for the period 1925 through 1935. Data on foreign investment and international credit, if available in a useful form, will add understanding to the student discussion of the information, by giving them a sense of the scope of the Depression.

(ii) Purpose: To understand the nationalistic response to a depression. The students could examine what happened to tariffs in the years 1930 to 1935. A short background discussion of what a tariff is and what purposes it can serve may be necessary. The class then can discuss the universality of the response by nation-states in raising their tariffs despite the hardship that such moves brought about. Canadian, European, Latin American and United States history texts often devote a page or so to the topic and could

provide resources. Materials: For the above two exercises, (2), (14), (54), (107).

(iii) Purpose: To develop a working definition of the word "depression." The students should try to define the word "depression," for it often seems that the disappearance of money is a difficult concept to grasp. Word associations may be useful, and economics teaching material often contains some useful graphs, charts and other visual aids.

ii. In order to dispell the notion that depressions are something that happen in the financial section of the newspaper, the dimensions of the human suffering needs to be understood.

Exercises:

The purpose of the following three exercises is to understand the effects of depression in human terms.

(i) Regional and national textbooks can be culled for descriptions of the global effect of the Depression. The discussion about defining the word "depression" may have demonstrated the perception of the event being a national one, and this information can be evaluated in terms of the readings suggested here. (6), (32), (107)

(ii) The students could interview people they know who were adults during the Depression, and perhaps compare these with interviews from the book, *Hard Times*, by Studs Terkel (117). Films of the 1930's can also provide interesting discussion materials.

(iii) From all their sources, the students could investigate the effects of the Depression upon someone living in an urban region and dependent upon the money economy, and the effects on those dwelling in rural areas. The option of subsistence farming to ride out a depression, of course, is open only to a few.

iii. The goal of understanding the interrelationship between the subcultures and the global superculture can, with the background provided above, be dealt with directly. This particular topic is full of pitfalls, but offers interesting and original comparative work, if the class has the inclination to involve itself in scholarship. Historians, especially the traditional ones, emphasize the unique and disdain the comparative and scientific. The history of the various national responses to the Depression, have for the most part, been written by such historians during the 1950's and 1960's emphasizing the role of ideology and intellectural history. Thus the historiographical approach to this topic may give the students the data that demonstrates how a preoccupation with the local subculture can distort an understanding of global realities.

The global economic crisis presented two options to the world as it was ordered in the 1930's. The various political units could have coordinated, or even combined, their energies to deal with the crisis, perhaps by giving more substance to the League of Nations. The other option was to insulate themselves from the global superculture as much as possible and grapple with the problems as independent nation-states in the tradition of Colbert. The latter course was taken because the stresses and strains exposed in the societies overwhelmed the attention of the leaders of each area. The lesson was not lost on the leaders of

nationalistic movements in the colonial areas who were absorbing the idea of nationalism much more quickly than the imperial nations thought possible. The nation-state came to be seen at this time as a refuge from the uncontrollable world system. If the historical accounts of the period are viewed in terms of the question, "How can such refuges be made secure?," the students should be able to not only provide themselves with a framework to deal with the mass of data, but also become accustomed to critically using recalcitrant data. The other manner for approaching this topic would be to prepare accounts for students to use with the significant data already present, and have them compare one against the other. Materials: (5), (6), (7), (8), (9), (10), (59), (110).

Rather than suggesting specific exercises in this segment, it seems more appropriate to recommend various areas to cover, by having the students investigate one or more topics in a group and then compare results with other groups, examining other areas.

(a) *The Soviet Union:* The abandonment of the New Economic Policy by Stalin and the implementation of a national development scheme has traditionally been seen in terms of Marxist ideology or the personality of Stalin. The students can examine the historiography in terms of the appropriateness of such interpretations, by considering the influence of the concept of this rapid, although grisly, state planning in the developing states after World War II. (6) (37), (59)

(b) *Germany:* The similarity of treatment by western historians of the response of the Soviet Union and Nazi Germany can be examined and accounted for. Another question that can be asked is, to what extent was the German response to the Depression a result of the failure of the major states to come up with a global solution to the worldwide economic crisis? Care should be taken with this approach, however, since the aim is not to play games of moral finger pointng, but rather to identify impediments to a more global approach. The problem is further complicated by the genocide practiced by the Nazis. Few historians have seriously investigated this question in a way that remotely explains why it occurred, other than to point out that the idea of anti-semiticism existed in Europe and in Hitler's mind. Since most historians see themselves as intellectuals, they may give ideas more power than they actually have. Genocide should not be avoided, however, because it is a distasteful and difficult question. Nationalism as the motivational force uniting the various sub-cultures inevitably brings out the problem of minorities: for example, the Asian in Uganda, the Chinese in Indonesia, and the Indian and black populations of various Latin American nation-states. (7), (8), (9)

(c) *The United States:* The historiographical argument between the Consensus Historians and the mislabeled New Left Historians offers a plethora of material. The debate on isolationism might be a useful vehicle, although a systematic treatment of Japanese-American relations might more fully demonstrate the global myopia of the Hoover and Roosevelt Administrations. (72), (80), (89)

(d) *Japan:* The history of Japan during the 1930's presents a good case study of the quandary of the so-called developing nation. Japan had long since opted for modernization, that is, emulation of the western pattern of industrial growth, but the Depression presented serious questions about the value of that choice. Since the scholarly literature on Japan is somewhat specialized, perhaps posing the question of what were Japan's options in the 1930's in view of other Pacific powers' goals (Russia and the United States) would be helpful. (5), (10)

(e) *National Movements in Colonial Areas:* The view of these movements in particular involves more research than probably can be done easily. It may be that biographies of key leaders may be an appropriate vehicle here, where it is not in Germany and the Soviet Union, because what concerns the students will be the implementation of a concept: the nation-state. If autobiographies, interviews, or novels of an autobiographical nature can be obtained, then the students can compare these nationalist views of events with western historical accounts of the same events. A great deal of material is available as a result of the area studies programs that were in existence during the 1960's. There are also organizations, such as the Asia Society, which can be of assistance in gathering material suitable for this topic.

c. *World War II:* The attempt to find some form of national security by ignoring the interdependence of the world which already existed spawned a global war. The causes and course of the war deserve little attention in a course such as this. The impact of the war on the colonial areas, the global systems, and the nation-state victors does deserve attention. Probably a short descripton of what happened, as background information, will make the transition go more smoothly.

C. *The Post War World:* World War II increased the tempo of change, ended the Depression, and offered another opportunity to try to find some stable structure which would allow the traditional sub-cultures to relate to the superculture.

1. *The United Nations:* The formation of the United Nations demonstrated some awareness that interdependence was a reality. Yet the failure to invest it with authority prevented a transnational solution to the relationship between the nation-states and the global systems.

Exercises:

(i) Purpose: To grasp the many different activities that the United Nations does carry on. Students should have some understanding of its scope, and areas in which it can solve problems, even if the process is laborious. The United Nations itself has a number of materials designed to be used in the classroom. The United Nations Association also provides some materials for this purpose. (15), (43), (46), (119)

(ii) Purpose: To understand that the expectations of the United Nations' founders were rather grandiose, in view of the results. A political solution could not be devised that permitted the reconciliation between national autonomy and global interdependence. Two methods of dealing with this exercise can be used. The first would be to examine the historiographical debate on the origins of the cold war.

The literature is growing and so sources will not be a problem. Simulations also offer a possibility, given the conditions: one, that the students are grounded in the values and needs of whomever they represent in such a role playing situation, and two, that realistic consequences occur only if they give up some aspect of national sovereignty. Without such consequences, role playing games do not simulate.

(iii) Purpose: To understand the functioning of U.N. agencies. An in-depth study is needed. The United Nations, like the League, was founded to deal with the problems of peace after a major world war. However, increasing membership and the realities of the division of the world into the developed nations and the developing nations have made the organization a forum for concern with the problems of development. After the students have examined the formal structure of the organization, they should then examine one of the agencies in depth. UNCTAD would be the most useful for the conflict between the two blocks is most evident in that case. The meeting of UNCTAD III in terms of policy difference by the industrial nations of the nothern hemisphere and the developing world could be examined in this context. (44), (59), (118)

2. *Decolonization Phase II:* The dismantling of the great empires came with tremendous rapidity after the World War in Asia, and after the Suez Crisis in Africa. The resistance to this process caused a number of wars of independence not dissimilar in character to the American Revolution. The expectations of the new nations were not realized with political independence, for the liberation only revealed the internal problems that had been covered up by a common enemy, and demonstrated the magnitude and power of the global economic system. The major states had not been able to resolve a relationship between interdependence and the nation-state, and clearly the new nations could not either. They did not even have the power to manipulate the system, and their expectations seriously outran their ability to cope.

Exercises:

(i) Purpose: To illustrate the post war decolonization. The students could make a map showing the process of independence year by year, indicating where revolutions were necessary for such independence. (77) Have them also be aware of the areas that are still colonies. If the materials are available, an animated film of this process is most dramatic; it can also be done on video tape, but it is more difficult and the results less interesting.

(ii) Purpose: To gain insight into the struggle for independence. For this, it is necessary to study a nation-state which evolved through revolution. To analyze the resistance to political independence on the part of major powers can be most time consuming, and in a way, distorting, for most nations obtained their independence (excluding Latin America) by the threat of violence rather than an actual revolution. On the other hand, to completely ignore resistance distorts as well, for it colors the perceptions and motivations of the leaders of developing nations, just as phobic rhetoric was politically viable until the last decades of the nineteenth century. The film, "The Battle of Algiers," can be useful in this area, as can a comparative study of the propaganda from any one of the revolutions. Propaganda from both sides in the current struggle in Mozambique and Angola might also serve a purpose. For a single source to dramatize the perceptions of both sides in a revolutionary war, Bernard Fall's book on Dienbienphu (38) is most useful and valuable. Background

material on Revolutionary War in terms of scholarship can be found in the *Journal of International Affairs* (66) and *History and Theory* (see footnote p. 24).

(iii) Purpose: To understand the emotional pulls of nationalism. An examination of the rhetoric on independence should be undertaken by the class in order to grasp the sense of expectation that accompanied liberation. The film "I Am Twenty," is also useful (62). The class can compare some of this material to the speeches made in 1783 in the United States.

(iv) Purpose: To understand the role of regional political organization. The search for a viable change in the nation-state on the part of all nations has given rise to various forms of interrelationships. Most of these efforts can be seen as attempts to cope with the obvious tension between the responsibilities of the nation-state, in terms of what the citizens expect, and the influence of global forces that cannot be controlled. The students should have a list of regional political associations like NATO and examine their purpose. They then should examine various regional economic associations such as the Andean Pact, UDEAC, OPEC and the EEC. Finally, after learning of the different organizations and purposes, which they need not do in depth, they should examine the nature and history of GATT, in order to grasp the outlines of the debate over trade in the global economic system.

3. *The Global Systems:* The pace of change and degree of integration make global interdependence different from its 1930's counterpart. The pressure on the rich world and the developing nations to recognize the reality of the inter-relationships is consequently of larger magnitude. The responses differ, however, in quality and kind. The number of transnational organizations has increased, but whether they serve the needs of the subcultures remains a moot question until some method for making them responsible to the needs of the subcultures is determined. Thinking about development itself has matured considerably. The crucial emphasis here should be on change in attitudes and the increasing complexity of the global systems.

Exercises:

(i) Purpose: To illustrate the growth of global systems. The students should work out a chart or graph on some aspect of increased activity within the global system. Examples could be airline travel, increased scope, size and expenditures of transnational organizations, or the amount of money spent on research and dissemination of birth control knowledge.

(ii) Purpose: To demonstrate how attitudes have changed in the recent past. Gather together some of the pamphlets, public statements and fund raising brochures of transnational organizations concerned with development since World War II.

(iii) Purpose: To grasp the growth of urban areas. The students should examine the growth of selected urban areas in the world to sense the dynamic rise in such centers. As a symbol, the students should write to the tourist bureaus of the various cities for pictorial brochures on the major airports of the selected cities and compare these in terms of architecture, services and ambiance.

(iv) Purpose: To summarize the historical background section. Discuss the book *World Without Borders* (20) and some reviews of that work. The Foreign Policy Association has published an abridged version in its Headline series. Reviews of the book can be found in *The Futurist*, *SID Review* and *The New Republic*.

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Appendix C

Annotated Bibliography of Periodicals

The following collection of materials has been prepared to aid the teacher of Global Development Studies in locating primary sources of information relevant to issues and topics to be studied in the course. Emphasis has been placed upon various lesser-known publications of value; thus many of the more widely recognized journals have been excluded from the listing.

The individual teacher should decide how he will utilize the vast resource possibilities indicated here. Much will depend upon which topics are chosen to be studied in depth. Consequently, the materials have been grouped under five broad subject categories with cross-references where appropriate: Development, Regional Studies, Conflict Resolution, Newsletters and General Periodicals, and Bibliographies.

Within the subject categories, publications are listed alphabetically by title, giving frequency of issue and usually the individual subscription rate. In general, the cost will be slightly lower for students and slightly higher for institutions. In some cases cost will vary, depending upon which postage rate is chosen (air mail or surface). Where information has not been available, we have noted "Na."

We wish to acknowledge the outstanding contribution of Mr. John R. Ripton, who researched Sections I, II, and III, while participating with MIND in the Field Work Program of the School of International Affairs, Columbia University.

In addition to the topics listed in this bibliography, other subject categories such as Demography, International Organizations and Affairs, Technology, Modernization, Industrialization, Trade and Finance, Labor, Ecology and Science, Education, etc., would be relevant to a course in Global Development Studies. MIND can provide references, to some extent, in these additional topics.

1. Development

Agra University Journal of Research

Na Na

A very good source of research material relating to the problems of rural development in particular. It is a technical publication, but readable.

Available: Dr. R.N. Saksena
Institute of Social Sciences
Agra University
Agra, India

Agricultural Economics Bulletin for Africa

2/yr. $1.50/copy

Contains articles on agricultural development, food processing and related subjects.

Available: ECA/FAO Joint Agricultural Division
Economic Commission for Africa
Addis Ababa, Ethiopia

AICC Economic Review

See REGIONAL STUDIES—ASIA

Assignment Children

Quarterly $6/yr.

Deals primarily with questions related closely to children, but with wider implications as well. Articles are topically related in each issue.

Available: UNICEF, European Office
Public Information Service
20, rue Pauline Borghese
92 Neuilly-sur-Seine, France

CERES, FAO Review

Bimonthly $6/yr.

Reviews new developments in agriculture and food production, in addition to covering the multiple aspects of agriculture, economic and social development in developing countries, as well as the work of FAO. It also contains book reviews and lists new books on development.

Available: UNIPUB, Inc.
650 First Avenue
P.O. Box 433
New York, New York 10016

Civilisations

3/yr. 500 Belg. fr.

A bilingual publication (French and English) covering a range of subjects, most of which are directly concerned with development. The emphasis is global, comparative and, most of all, interdisciplinary. Contains articles, book reviews, documents and editorials.

Available: International Institute of Differing Civilisations
Boulevard de Waterloo, 11
1000—Bruxelles, Belgium

Community Development Journal

Quarterly $4.50/yr.

Good source of material relating to economic as well as social aspects of development. Contains not only articles and commentaries in the community development fields, but also material which can be incorporated into training programmes. (Not limited to geographical areas.) Excellent book reviews on relevant topics offered in each issue.

Available: Journals Manager, Oxford University Press
Press Road, Neasden
London N.W. 10, England

Comparative Education

3/yr. $10/yr.

Articles, book reviews and notes on events are concerned with education on an international level, especially in developing countries.

Available: Carfax Publishing Company
Oriel Square
Oxford OX1 4EP, England

Comparative Education Review

3/yr. $10/yr.

This is the official journal of the Comparative and International Education Society. It contains articles, book reviews and a list of articles in periodicals. There is a definite concern with Global Development Studies.

Available: Business Manager
Comparative Education Review
Kent State University
Kent, Ohio 44240

Comparative Studies in Society and History

Quarterly $14/yr.

"A forum for presentation and discussion of new research into problems of change and stability that recur in human societies through time or in the contemporary world. It sets up a working alliance between specialists in all branches of the social sciences and humanities."

Available: Cambridge University Press
American Branch
32 East 57th Street
New York, New York 10022

Development and Change

3/yr. $7/yr.

Edited by the Institute of Social Studies, the journal promotes international, cross-cultural and interdisciplinary discussion concerning problems of development and change, with the hope that this will "contribute to an understanding of the development gap between industrial and non-industrial countries and the conditions required to overcome it." It contains articles, commentaries, reports and book reviews.

Available: Mouton and Company
P.O. Box 1132
The Hague, Netherlands

Development Digest

Quarterly $3/yr.

Published by the National Planning Association for AID. It excerpts articles from U.N. and government documents, newspapers, magazines, etc., on several topics in each issue—sometimes just one. Good source, but rather technical.

Available: Superintendent of Documents
G.P.O.
Washington, D.C. 20402

Development Review

Quarterly $5/yr.

Published by the Nepal Council of Applied Economic Research; consequently much of the material printed is concerned with Nepal. It is useful in that it reviews the problems and nature of development from the developing country's perspective. Entirely devoted to development.

Available: Nepal Council of Applied Economic Research
Shrestha Niwas
357 Chetrapati
Katmandu, Nepal

Economy and Society

4/yr. $12.50/yr.

" . . . is committed to a theoretical approach which is wholistic and which concentrates on systems of production and the division of labour, and on the related systems of domination and control, as the primary or core sectors of society. Such an orientation attempts to define and analyse developments in other social structures and social groups in their relationships to these core sectors of production and domination. . . . The emphasis on whole societies and the focus on economic and political processes clearly transcend the conventional distinctions between sociology, political science and economics. Such an approach is also necessarily historical and thus breaks the conventional boundaries between history and the social sciences."

Available: *Economy and Society*
Routledge & Kegan Paul, Ltd.
9 Park Street
Boston, Massachusetts 02108

Explorations in Economic History

4/yr. $10/yr.

Specializes in economic historical studies with an emphasis on the role of the entrepreneur. It contains articles and documents.

Available: Kent State University Press
Kent, Ohio 44242

Fieldstaff Reports

60-100/yr. $35/yr.

Published several times per year by the American Universities Field Staff, covering all areas of the world. Since the staff members travel and report from the Asian, African and Latin American continents, the issues are frequently relevant to the general study of international development. They are a useful resource on political, economic and social trends. Each issue is devoted to the study of one topic.

Available: American Universities Field Staff, Inc.
Box 150
Hanover, New Hampshire 03755

Finance and Development

Quarterly No charge

Contains research and topical articles that would be of value to the teacher. Also included are news items, book reviews and Letters to the Editor. When ordering, specify language desired.

Available: International Monetary Fund Building
19th and H Streets, N.W.
Washington, D.C. 20431

History and Theory

12/yr. $10/vol.

Deals with: *theories of history*—cause, law, explanation, generalization, determination; *historiography*—studies

of historians' historical philosophies, historical figures and events dealing in general with historiographical problems; *methods of history*—interpretation, selection of facts, objectivity, social and cultural implications of the historian's method; also relationship of problems in historical theory and method to those of economic, psychological and other social sciences. Some of the articles are in foreign languages. Contains articles, essay and book reviews, bibliographies, notes and monographs.

Available: Wesleyan Press
Wesleyan Station
Middletown, Connecticut 06457

Indian Cooperative Review

Quarterly $5/yr.

Covers the developments in the Cooperative Movement in India and other countries. The articles are particularly useful for understanding the general scope and thrust of cooperatives as instruments of national development.

Available: Editor
National Cooperative Union of India
71 Jorbach
New Delhi—3, India

International Affairs

Monthly Na

Examines developed as well as Third World countries' problems and horizons from interesting Russian viewpoints. U.S. domination, imperialism and deterioration are emphasized.

Available: Izvestia Printing House
5 Puskin Square
Moscow, USSR

International Labour Review

Monthly $7.25/yr.

Covers all areas of labor problems, reforms and disputes in many countries. The articles express the hope of ILO, who is the publisher, to promote social and economic justice. Special attention is given to employment and educational problems in developing countries as well as in developed nations.

Available: International Labour Organisation
154, rue de Lausanne
CH-1211 Geneva 22, Switzerland

International Marxist Review

Na Na

Reviews and studies the issues of the day from a Marxist perspective, however, too polemically at times.

Available: 16a Holmdale Road
London NW6, England

International Migration Review

4/yr. $12/yr.

Is devoted to the highly consequential global phenomenon of migration. It deals with the subject in all of its ramifications—social, economic, psychological, etc., as it is manifested in the United States. Each issue has a pertinent, extensive book review.

Available: Center for Migration Studies of New York, Inc.
209 Flagg Place
Staten Island, New York 10304

International Organization

Quarterly $7.50/yr.

This is the most comprehensive journal which treats matters of international interest from the perspective of international organizations.

Available: Editorial and Executive Offices
40 Mt. Vernon Street
Boston, Massachusetts 02108

International Perspectives

Bimonthly $3/yr.

Combines articles by officers of the Department of External Affairs with non-allied editors expressing views on Canada's role in the world and on current international questions of interest to Canadians. It also offers a reference section.

Available: Receiver General of Canada
Information Canada
171 State Street
Ottawa, Canada

International Social Development Review

Na $2/issue

Focuses attention on ways in which social policy and planning, housing, population, community development and social welfare are related. Inclusive of major social and economic problems for developing countries.

Available: Department of Economic and Social Affairs
United Nations
New York, New York 10017

International Social Science Journal

Quarterly $7/yr.

Published by UNESCO, the journal devotes each issue to a major topic of global interest examined by scholars from around the world. It also lists new periodicals, international conferences and other international news along with Books Received.

Available: UNIPUB, Inc.
650 First Avenue
New York, New York 10016

International Studies Quarterly

Quarterly $12/yr.

Promotes interaction and collaboration among specialists whose interests are focused upon transnational phenomena. It is concerned with cross-national, interdisciplinary research and features a wide variety of comparative, cross-cultural studies. Sections include international organization, military studies, comparative interdisciplinary studies and interpolimetrics society. Available with membership in I.S.A.

Available: International Studies Association
2000 Fifth Street South
Minneapolis, Minnesota 55404

ITCC Review (International Technical Cooperation Center)

Quarterly Na

A well-documented, comprehensive review of general problems in all areas of development. At the end of each issue is the brief "Development Notes" on most

developing countries. This journal supplies a good bibliography and lists the current ITCC projects.

Available: The Engineer's Institute
200 Deyengoff Street
P.O. Box 3082
Tel Aviv, Israel

Journal of Cross-Cultural Psychology

Quarterly $10/yr.

". . . publishes exclusively cross-cultural behavioural and social research. The Journal's main concentration is on cross-cultural reports on psychological phenomena as they are differentially conditioned by culture, and on research which focuses on the individual as a member of the cultural group. . . ."

Available: SAGE Publications, Inc.
275 South Beverly Drive
Beverly Hills, California 90212

Journal of Developing Areas

Quarterly $12/yr.

". . . intends to stimulate the descriptive, theoretical, and comparative study of regional development, past and present, with the object of promoting fuller understanding of man's relationship to the developmental process." It is not only interested in the more traditional areas of development, but also explores approaches of the artist, musician, scientist, educator, etc. In addition to the regular sections of book reviews and suggested periodical articles, a section of "News and Notes," which provides recent developments of various institutes, enables the subscriber to benefit from forthcoming events and publications.

Available: Western Illinois University
900 W. Adams Street
Macomb, Illinois 61455

Journal of Development Planning

$3/issue

The United Nations has published four issues of very useful information concerning "technical matters among planning officials in developing countries." The papers are quite detailed, but will be highly enlightening to the serious student of national development planning.

Available: United Nations
Sales Section
New York, New York 10017

Journal of Development Studies

Quarterly $18/yr.

Is devoted entirely to economic and social development in the world. It is an excellent source of current projects and problems in developing societies. Each journal offers extensive book reviews. Excellent.

Available: Frank Cass & Co., Ltd.
67 Great Russell Street
London WC1B 3BT, England

Journal of Economic History

4/yr. $15/yr.

Has primarily an American perspective, but is useful for questions of methodology, and general issues. Available with membership in the Economic History Association.

Available: Economic History Association
Herman E. Kross
New York University
100 Trinity Place
New York, New York 10006

Journal of Family Welfare

Quarterly $2.50/yr.

". . . is devoted to discussing views and providing information on all aspects of family planning, including social, cultural and demographic factors, medical problems and methods of fertility control, and questions pertaining to education for marriage and family living. It is endeavoring to accomplish this in a non-technical manner . . ." to enable the lay public to acquaint himself with this area of study.

Available: 1 Metropolitan House
Dadabhai Naoroji Road
Bombay 1, India

Journal of Health and Social Behavior

Quarterly $10/yr.

The definition and analysis of problems bearing on human welfare are approached from a sociological perspective.

Available: American Sociological Association
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

Journal of Interdisciplinary History

Quarterly $12.50/yr.

Includes methodological and substantive articles on Interdisciplinary History, Research Notes on method, long and short reviews and bibliographical notes. There is some controversy over the articles and reviews. Editors: Robert I. Rothberg and Theodore K. Rabb.

Available: The MIT Press
28 Carleton Street
Cambridge, Massachusetts 02142

Journal of Local Administration Overseas

Quarterly N.a

Consistently reports on topics pertaining to administration at the local level, whether in local government or in the local organization of central departments. It also covers land tenure.

Available: Her Majesty's Stationery Office
York House
Kingsway
London WC2, England

Journal of Peasant Studies

Quarterly $21/yr.

"Its aim is to provide a permanent focus and forum for the interest in peasant studies . . . and to encourage the development of a multi-discipline to which the peasantry will be central rather than peripheral." An interdisciplinary approach will seek to gather theoretical and empirical research articles.

Available: Frank Cass & Co., Ltd.
67 Great Russell Street
London WC1B 3BT, England

Journal of Rural Development and Administration

Quarterly $3/yr.

Particularly valuable for those interested in the development of the agricultural sector in developing nations. Its articles present and discuss the problems of community development and administration.

Available: Editor
JOURNAL OF RURAL DEVELOPMENT AND ADMINISTRATION
Pakistan Academy for Rural Development
Peshaway, West Pakistan

Journal of World History (Cahiers d'histoire mondiale)

4/yr. Na

While a variety of articles on many topics can be found here, a heavy emphasis seems to be placed upon the cultural and cross-cultural. Editorial policy is noted in each number. Conference reports and speeches are also included.

Available: UNIPUB, Inc.
650 First Avenue
New York, New York 10016

Nature and Resources

Quarterly No charge

Follows all aspects of the work of the Natural Resources Division, Department of Environmental Sciences and Natural Resources, in the fields of hydrology, geology, social sciences, ecology and conservation of nature. Particular interest is given to the news of the International Hydrological Decade (1965-1974), including articles and notes on new publications.

Available: UNESCO
United Nations
New York, New York 10017

Nutrition Newsletter

Quarterly No charge

Covers food science and technology, food consumption and planning, applied nutrition, and home economics. Has notices of FAO priced publications and of reports by experts and consultants, notes on meetings, and book reviews.

Available: FAO
United Nations
New York, New York 10017

Politics and Society

4/yr. $10/yr.

Attempts to provide a forum for scholarly articles in the general field of the social sciences. It offers the reader material and discussion of hypotheses which cannot be found in other social science publications. It purports to present articles dealing with current political and social issues which examine empirical evidence and posit hypotheses without sacrificing creativity, significance and lucid style for over-indulgence in the way of research techniques.

Available: Geron-X, Inc., Publishers
Box 1108
Los Altos, California 94022

Quarterly Economic Review

Quarterly Na

These are concise reports and evaluations utilizing easily understandable charts, graphs and statistical supplements, of the economies of many underdeveloped and developed states. There is a quarterly publication on each country affording brief synopses of the political and social situation as well as describing and predicting the economic trends within the individual country.

Available: The Economist Intelligence Unit
Lincoln Building
60 East 42nd Street
New York, New York 10017

Resource Papers and Research Notes

Carries out "research in the field of resource analysis, including population resources, land use and regional planning in support of the current and long term development needs of the United Republic of Tanzania." Data and discussions of research methods and an occasional commentary are carried in *Research Notes*. Substantive, original research is published in *Research Papers*. These publications are of necessity scientifically involved, but are useful for more specialized purposes. A list of the Bureau's publications can be found at the end of some issues.

Available: Bureau of Resource Assessment and Land Use Planning
University of Dar es Salaam
P.O. Box 35097
Dar es Salaam, Tanzania

Rural Africana

Quarterly $4.50/yr.

". . . devoted to current research in the social sciences, exploring the problems of social and economic development in rural Africa south of the Sahara. Each issue focuses on a specific problem or area of research, presenting papers selected by a guest editor conversant with current endeavors in the field. A comprehensive bibliography in the chosen topic is provided in each issue, as well as news of new publications, projects, and individual research in the general field of rural African studies." This journal is important for those interested in rural development in general and sub-Saharan Africa in particular.

Available: The Editor, *Rural Africana*
African Studies Center
Michigan State University
East Lansing, Michigan 48823

Studies in Comparative International Development

Monthly $8/yr.

This is a series of monographs which deal with various aspects of international development. Each studies a particular situation within an underdeveloped region. Many of the publications treat Latin American problems.

Available: SAGE Publications, Inc.
275 South Beverly Drive
Beverly Hills, California 90212

United Arab Republic

12/yr. Na

The Institute of National Planning of the UAR publishes a series of analytical studies of national development. Each series presents a specific facet of development and provides an understandable, fairly concise analysis. This series may be helpful to the student of national development.

Available: UAR—Institute of National Planning
3, Mohamed Mayhar-Zamalek
Cairo, Egypt

World Affairs

Quarterly $5/yr.

Articles are published in various areas of scholastic and professional interests—international politics, economics, foreign policy, science, technology, history, etc. Book reviews are included.

Available: American Peace Society
Room 304
4000 Albemarle Street, N.W.
Washington, D.C. 20016

Worldview

Monthly $10/yr.

Published by the Council on Religion and International Affairs. It is an excellent, relevant journal whose development is not merely based on religious premises. It is highly political, yet informative about many aspects of society.

Available: Council on Religion and International Affairs
170 East 64 Street
New York, New York 10021

2. Regional Studies

a. Africa

N.B.: This listing does not purport to be comprehensive and is restricted to certain journals, mainly non-U.S., of interest.

Africa

Quarterly $9/yr.

Informative materials focus on the fields of sociology, linguistics and ethnology. Each issue contains book reviews.

Available: Secretary
Journal of International African Institute
St. Dunstan's Chambers
10-11 Futer Lane
London, EC4A 1BJ, England

Africa Report

9/yr. $12/yr.

Reports on contemporary events and issues in African countries. Does not foster any particular point of view. It provides an overview of African events and affords the benighted student a comprehension of African society in general. Its presentation is much like American weekly magazines, e.g., *Time*.

Available: Suite 350
DuPont Circle Building
Washington, D.C. 20036

African Affairs

Quarterly $5.50/yr.

Published by the Royal Africa Society to foster and encourage interest in Africa, this journal is eager to promote understanding of Africa's people, their history, relations and economy. Each issue contains book reviews and an extensive, informative bibliography.

Available: Subscription Department
Oxford University Press
Press Road
Neasden, London NW10, England

Afro-Asian Peoples

Monthly Na

A monthly bulletin of the Afro-Asian People's Solidarity Organization, it deals with many national developments in the African and Asian continents. The articles are not merely political, but with much political tones.

Available: 69 Abdel Aziz Al Saoud
Manial El Roda
Cairo, A.R.E.

Arab World

Na $4/yr.

A slick magazine, written from an Arabian point of view; it might be useful for schools desiring an exposure to this perspective. It is heavily anti-Israel, but there is also other information.

Available: The Arab Information Center
405 Lexington Avenue
New York, New York 10017

Journal of Asian and African Studies

See REGIONAL STUDIES—ASIA

The Legon Observer

24/yr. $27.30/yr.

Many aspects of Ghanaian society are covered here. The articles reflect how Ghanaians react to the forces of change in their society and their relationship to Africa and the rest of the world. Editorials, book reviews and topics of human interest are also included. Published by the Legon Society on National Affairs.

Available: *The Legon Observer*
P.O. Box 11
Legon Accra, Ghana

Research Review

3/yr. Na

This is a very interesting publication conveying contemporary Ghanaian society and culture. The journal

contains articles covering various issues and matters of Ghanaian import as well as "research reports" which provide useful studies of African matters in general.

Available: Publications Offices
Institute of African Studies
University of Ghana
Legon, Ghana

Resource Papers and Research Notes

see DEVELOPMENT

Rural Africana

See DEVELOPMENT

The Uganda Economic Journal

Na Na

"The overall aim of the *Uganda Economic Journal* is to promote highly informed discussion and research by members and non-members alike on all issues of economic development which are relevant to Uganda." The material in the journal is very good, particularly in the area of development planning. Each issue publishes a book review section. The *Journal* is produced by the Uganda Economics Association in conjunction with the Department of Economics at Mackerere University, Kampala.

Available: The Editor
Uganda Economic Journal
P. O. Box 7062
Kampala, Uganda

b. Latin America

Americas

Monthly $6/yr.

An OAS publication, *Americas* is an essentially non-political monthly concerned with cultural, technological and general issues relating to the Western Hemisphere. It is well illustrated.

Available: Sales and Promotion Division
General Secretariat of the Organisation of American States
Washington, D.C. 20006

ISAL Abstracts

Monthly $7.50/yr.

This is a useful publication which investigates contemporary Latin American issues. It is a service of the Church and Society Movement in Latin America, published by its Department of Information and Documentation to provide those interested in Latin American issues with documentary and bibliographical materials which are "either first-hand or not readily accessible to persons outside a certain, limited, geographical area."

Available: ISAL
Casilla 179
Montevideo, Uruguay

Journal of Interamerican Studies and World Affairs

Quarterly $10/yr.

". . . reflects the interests of the scholarly community and interested public concerned with the social, economic, political and cultural aspects of life in Latin America (including the Caribbean) . . . Articles which have special relevance for inter-relationships between American nations and of those nations with the rest of the world will be given special consideration . . ."

Available: SAGE Publications, Inc.
275 South Beverly Drive
Beverly Hills, California 90212

Latin America and Empire Report

10/yr. $6/yr.

Favors the left and serves primarily as a documentation service about a wide spectrum of activities in Latin America. Its primary importance is that it includes in English many stories and primary sources about the so-called radical element in Latin America that cannot be found in any other source. Published by N.A.C.L.A., it may be useful in creating role playing situations in the classroom or in setting up inquiry projects based on documentation.

Available: N.A.C.L.A., Box 57, Cathedral Station, New York, New York 10027, or Box 266, Berkeley, California 94701

Latinamericanist

5/yr. $.70/copy

In newsletter form it has short, topical articles reporting and/or studying the various facets of Latin American culture. Contributors are anthropologists, historians, sociologists, political scientists, ethnologists, etc. Also included are notices of events occurring at the Center for Latin American Studies (University of Florida) at Gainesville, and frequent mentions of newly published literature relating to Latin America.

Available: University of Florida
Center for Latin American Studies
Gainesville, Florida 32601

Latin American Research Review

3/yr. $6/yr.

One of the best scholarly journals devoted to the study of Latin American culture, it is indispensable for those interested in Latin America. Its reports, studies and reviews range from coverage of art exhibitions to the research of political systems and agrarian trends.

Available: LARR Subscriptions
University of Texas Press
P.O. Box 7819
Austin, Texas 78712

Report

Quarterly $2/yr.

A quarterly of the California Institute of International Studies, providing commentaries on international developments, especially those concerning Latin America. It also contains book reviews of relevant publications.

Available: California Institute of International Studies
P.O. Box 4434
Stanford, California 94305

Studies in Comparative International Development

See DEVELOPMENT

c. Asia

Afro-Asian Peoples

See REGIONAL STUDIES—AFRICA

AICC Economic Review

Bimonthly Na

This is the "fortnightly journal of the All India Congress Committee." It covers quite thoroughly the economic dimensions of development within India. The review reveals how an underdeveloped country approaches the monumental task of development.

Available: The Publications Department
All India Congress Committee
7 Jautar Road
New Delhi-1, India

Asia

Quarterly $6/yr

A publication of the Asia Society which consists of articles on various aspects of life in Asia, drawn principally from lectures and selected to provide representative geographical and topical coverage.

Available: The Asia Society
112 East 64th Street
New York, New York 10021

Asian Labour

10/yr. $4.20/yr.

Attempts to project the views of Asian working men and women on issues that affect labor in general. It is political, economic and social in dimension and provides both national and international news. The journal also carries research articles at times.

Available: S.M. Durve
ICFTU Area Regional Organisation
P-20, Green Park Extn.
New Delhi 16, India

Association for Asian Studies Newsletter

Na Na

Mainly a professional journal, it contains notes and information of use to scholars in Asian Studies. References are made to conferences, jobs, Ph.D. dissertations, Instructional Materials, Programs and Asia News. It is a good resource for teachers. Articles appear occasionally.

Available: Association for Asian Studies, Inc., 1 Lane Hall, University of Michigan, Ann Arbor, Michigan 48104

Bulletin of Indonesian Economic Studies

3/yr. $8/yr.

The material focuses primarily on economic surveys conducted on all major aspects of Indonesian economy

Available: Australian National University Press
P.O. Box 4
Canberra, A.C.T. 2600, Australia

Development Review

See DEVELOPMENT

Fortnightly Review

24/yr. Na

Published by the Indian Chambers of Commerce, the review has special slant toward business, finance and trade.

Available: Indian Chambers of Commerce and Industry
HL Gupta at Union Printers Co-op
Indian Society Ltd.
New Delhi, India

Indian Journal of Labour Economics

Quarterly $6.50/yr.

The articles, supplemented by charts and graphs, deal with rural and urban manpower utilization and the general problem of economic development.

Available: Department of Economics
University of Lucknow
Lucknow, India

International Trade Review

Monthly Na

As the official organ of the Indian Council of Foreign Trade, it studies the various problems and possibilities India encounters in the development of international trade.

Available: EBSCO Industries, Inc., Alabama
National Publications Co., California
Clark Subscription Co., Illinois
Stechert-Hofner, Inc., New York
F.W. Faxon Company, Inc., Boston

Journal of Asian Studies

Quarterly $15/yr.

Scholarly articles cover the political, economic and socio-cultural aspects of Asian societies. Many of the articles appearing in the Journal are produced by nationals and constitute a wealth of primary material concerning the Asian civilizations. The journal also has an extensive book review which may be helpful in locating further material on just about any aspect of Asian societies. Subscribers also receive the annual Bibliography of Asian Studies.

Available: Secretary
Association of Asian Studies, Inc.
48 Lane Hall
University of Michigan
Ann Arbor, Michigan 48104

Journal of Asian and African Studies

Quarterly Na

A study of man and society in the developing countries of Africa and Asia. All aspects of study (anthropology, sociology, history and social sciences) are combined to gain insight into the nations entering a phase of advanced technology.

Available: E.J. Brill
Leiden, Netherlands

Journal of Industry and Trade

Monthly $4.32/yr.

May be particularly significant for those interested in trade and the Indian industrial sector. It is supplemented

by many graphs and charts.

Available: Deputy Director
Directorate of Commercial Publicity
Ministry of Foreign Trade
Delhi 11, India

New Guinea Research Bulletin

Variable $7/yr.

Extensive studies are made of single topics concerning various facets of New Guinean society. Each issue lists all previous editions by number and title, and in addition, offers good supplementary charts and graphs to aid the presentation. The back issues are $1.50/each.

Available: Australian National University
P.O. Box 4
Canberra, A.C.T. 2600, Australia

Peasant and Labour
Journal of the
All-India Kisan Sabha

Monthly Na

The journal , though often too polemical, carries material concerning the organization of peasants and workers the world over . Many of its articles are of news-type material, but there are frequently sound articles relating to land reform, unemployment problems, peasant organization, etc. Each edition contains an editorial concerning current world events and issues.

Available: Harkishan Singh Surjeet
Printsman
18A/11, Doriwalan
New Rohtak Road
New Delhi 5, India

Water Resources Journal

Quarterly No charge

The journal contains articles, extracts from reports, etc., on floods, water resources development, hydrological services, etc.

Available: U.N. Economic Commission for Asia
and the Far East
Bangkok, Thailand

d. Other

Barclays International Review

Monthly Na
(Also yearly)

The *Review* offers market information and general information on all nations in which there is a Barclays Bank. It appears to be very useful for information on specific nations.

Available: Barclays Bank of New York
300 Park Avenue
New York, New York 10022

B.B. International, Ltd.
54 Lombard Street
London EC3P 3AH, England

East Europe

Monthly $10/yr.

This is a magazine with articles concerning problems and issues on general areas of concern in Eastern Europe . Each issue contains a section on "Current Developments" which deals with specific news and information on countries. Book reviews also are included.

Available: Robert Speiler and Sons—Publishers, Inc.
10 East 23rd Street
New York, New York 10010

International Perspectives

See DEVELOPMENT

OECD Observer

See NEWSLETTERS AND GENERAL PERIODICALS

Polish Western Affairs

Semiannual $2/yr.

Analyzes internal and external affairs of Poland. Each journal contains reviews and discussions of subjects relating to Polish society.

Available: Export & Import "RUCH"
Warsaw, Wilcza 46
Poland

Preview

Monthly Na

A well illustrated magazine, which carries a variety of interesting articles concerning Yugoslavia. It is particularly interesting in its coverage of educational and social trends.

Available: *Preview*, Yugoslav Monthly Magazine
Terazize 31
Belgrade, Yugoslavia

Report on World Affairs

Quarterly $13/yr.

A comprehensive summary of world events presented in newspaper fashion. A special section covers events at the United Nations.

Available: Circulation Department
4 Cleveland Square
London W2 6DH, England

Slavic Review
American Quarterly of
Soviet & European Studies

Quarterly $15/yr.

Published by the American Association for the Advancement of Slavic Studies, Inc. Each issue contains articles which discuss a theme in Slavic studies. The journal also carries notes and comment, review articles and reviews, letters, news of the profession and books received.

Available: American Association for the Advancement of Slavic Studies, Inc.
190 West 19th Avenue
Ohio State University
Columbus, Ohio 43210

The World Today

Monthly $6.50/yr.

Contains current news articles and commentaries in the field of international affairs. Issued under the auspices of the Royal Institute of International Affairs.

Available: Oxford University Press
Press Road
Neasden
London NW10, England

3. Conflict Resolution

International Conciliation

5/yr. $4/yr.

Its purpose is "to present to its readers factual statements and analyses of problems in the field of international relations. Each issue is devoted to a single topic and is written by a specialist in that field." A valuable source concerning problems and their analyses in the field of international organization, it is similar in most respects to *International Organization* (see DEVELOPMENT), but is less expensive. Each autumn, a special number is devoted to issues before the current General Assembly.

Available: Carnegie Endowment for International Peace
345 East 46th Street
New York, New York 10017

Journal of Conflict Resolution

Quarterly $12/yr.

The journal publishes "social-scientific research and theory on human conflict . . . The Journal's primary focus is on international conflict, but its pages are open to a variety of contributions about intergroup conflict, within as well as between nations, that may help in understanding problems of war and peace . . ."

Available: SAGE Publications, Inc.
275 South Beverly Drive
Beverly Hills, California
90212

SAGE Publications, Ltd.
St. George's House
44 Hatton Garden
London EC1N 8ER, England

Journal of Peace Research

Quarterly $7.50/yr.

Edited at the International Peace Research Institute in Oslo, this interdisciplinary and international journal contains scientific reports in the field of peace research. Articles directed toward ways and means of resolving conflict will be favored over purely empirical or theoretical articles. Brief research communications are also published. Authors are encouraged to round off their discussion with a section on policy implications. Book reviews are included.

Available: UNIVERSITETSFORLAGET
P.O. Box 307
Oslo, Norway

UNIVERSITETSFORLAGET
P.O. Box 142
Boston, Massachusetts 02113

Peace Research

Monthly No charge

Peace Research carries articles on original research in the area of peace studies. Most of the articles are in English.

Available: The Canadian Peace Research Institute
119 Thomas Street
Oakville, Ontario
Canada

Twentieth Century and Peace

Monthly Na

World policies and problems are examined from a Soviet perspective in this interesting monthly.

Available: 16/2 Gorky Street
"Iz vestia" Printshop
Moscow, U.S.S.R.

4. Newsletters and General Periodicals

Bulletin

Quarterly $2.60/yr.

The major aim of the *Bulletin* is to publish brief and direct—sometimes provocative—articles on themes of current importance to those concerned with problems of development. No scholarly reviews of the literature on the subjects broached, a minimum of footnotes and compression of often complex arguments. It is published by the Institute of Development Studies, University of Sussex, and by taking advantage of rapid publication techniques, it seeks to fill the gap between the major professional journals and the journalism of newspapers and periodicals.

In addition to topical articles, there is often a review article of timely interest and substantial reports of ongoing research at IDS. A final section lists related publications and recently released papers and documents from the IDS, and carries news of the Institute program.

Available: Institute of Development Studies
University of Sussex
Falmer, Brighton BN1 9RE, England

Communique

Quarterly No charge

The Regional Council for International Education publishes this newsletter of intercultural communications programs. It is intended to offer a forum for discussion of issues related to international education both among the member institutions and at a national level.

Available: Regional Council for International Education
1101 Bruce Hall
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Contact

Monthly No charge

The Canadian International Development Agency publishes this short newsletter containing items on its aid programs in Third World countries. All articles are in English and French.

Available: Information Division
Communications Branch
Canadian International Development Agency
122 Bank Street
Ottawa K1A OG4, Canada

Cooperation Canada

Monthly No charge

This is a magazine with articles on development problems throughout the Third World. It is published by the Canadian International Development Agency, and all articles appear in both English and French.

Available: Information Division
Communications Branch
Canadian International Development Agency
122 Bank Street
Ottawa K1A OG4, Canada

Development Dialogue

Experimental No charge

A journal of international development cooperation published by the Dag Hammarskjöld Foundation, *Development Dialogue* provides information about and critical discussion of development problems, international development cooperation in general, and Nordic development cooperation in particular. It is intended to present the views of the development process and on the aims and priorities of their development programs. Information is also provided on the thinking behind the Nordic programs in development cooperation and critical comments on this subject are invited. It is published on behalf of the four Nordic agencies for international development, on an experimental basis, and the decision to turn it into a regular publication will be made at the end of 1973. In the meantime copies may be obtained free of charge.

Available: Dag Hammarskjöld Foundation
Övre Slottsgatan 2
752 20 Uppsala, Sweden

Development Education Exchange

6/yr. No charge

This bulletin gives information on selected materials available from various countries. It is available for use in programs of development education and is part of a service to facilitate the exchange of ideas and materials.

Available: *Development Education Exchange*
Action for Development
FAO
00100 Rome, Italy

Development Forum

Monthly No charge

Contains articles on: development education, disarmament and development, economic development, environment, population, social development, trade and other subjects. Its aim is to promote knowledge of and interest in the international development process by a many-sided presentation of news and reportage, facts and debate. The contents of the newsletter are the results of editorial considerations only and do not necessarily reflect U.N. policies or the views of the Secretary-General. Other viewpoints as well as comments on specific articles are welcome.

Available: Centre for Economic & Social Information (CESI), United Nations,
Palais des Nations,
CH-1211 Geneva 10, Switzerland

Focus

Monthly $3.50/yr.

Gives concise background information on areas of current international importance, and each issue is devoted to one nation or region. Each issue comprises two articles on the selected area, complete with maps, photographs and bibliography. The lead article is a general survey of the area; the second, shorter piece deals in greater detail with one of its significant problems, a characteristic economic system or a social custom. A third section deals with geographical developments elsewhere in the world that may bring profound changes in ways of living and working.

Available: American Geographical Society
Broadway at 156th Street
New York, New York 10032

The Futurist

Bimonthly $10/yr.

Published by the World Future Society: an Association for the Study of Alternative Futures. Its articles focus on new trends in world development, national growth, communications and education. An annual subscription is included with membership at $10.00 per year; or a single subscription is available at the same rate. A single copy costs $1.75.

Available: World Future Society
P.O. Box 30369
Bethesda Branch
Washington, D.C. 20014

Great Decisions (Booklet)

1/yr. $3/copy

Impartial discussion material on eight major policy issues—concise section on each topic includes factual background, description of policy alternatives, reading lists, discussion questions, maps, charts, photographs. Published in January of each year—about 100 pages.

Available: Foreign Policy Association
345 East 46th Street
New York, New York 10017

Headline Series

5/yr. $5/yr.

Timely, compact, authoritative analyses of major foreign policy problems and world areas, written by experts. Each issue includes maps, charts, photographs, discussion questions and suggestions for further reading. About 64 pages in each issue.

Available: Foreign Policy Association
345 East 46th Street
New York, New York 10017

Ideas and Action Bulletin

Monthly No charge

Published by the Freedom from Hunger Campaign and FAO. Concerns activities of nongovernmental organizations aiding developing nations around the world, through projects in agricultural development, rural communities and nutritional education. Also included are descriptions of new publications of interest to those in the development field.

Available: Office of the Coordinator
FFH/Action for Development
FAO
00100 Rome, Italy

Interchange—Population Education Newsletter

Bimonthly $2/yr.

The Population Reference Bureau, Inc. publishes this newsletter. Its purpose is to provide information on the most recent developments in the growing effort to introduce population issues into formal school curricula, primarily at the middle and secondary school levels. It is dependent upon information and ideas from its readers to facilitate two-way communication. Special subscription for PRB members, $1 per year.

Available: The Population Reference Bureau, Inc.
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Intercom

Occasional $6/5 issues

An occasional publication by the Center for War/Peace Studies, *Intercom* acts as a program catalyst for elementary, secondary, collegiate and community education on global society and its community leaders and program directors of voluntary organizations in business, labor, religion, public affairs, education and communication. It focuses on the global problems of war, peace, conflict and social change, and provides resources and program ideas. It is also available at rates of $11 for 10 issues, and $15 for 15 issues. Single copies cost $1.50.

Available: Intercom
218 East 18th Street
New York, New York 10003

International Development Review

Quarterly $20/yr.

Published by the Society for International Development, this journal contains articles of varying and often divergent viewpoints on problems of development, such as education, transfer of technology, foreign aid, etc. Also included are book reviews, book lists, media reports, editorials, news of the profession, and news of SID and its chapters. Subscription is by membership only in SID ($20/yr.), except for public and institutional libraries.

Available: Society for International Development
1346 Connecticut Avenue, N.W.,
Washington, D.C. 20036

International Dimension

Bimonthly No charge

The American Assembly of Collegiate Schools of Business and the Academy of International Business publish this newsletter on a bimonthly basis during the academic year. It provides current information on aspects of international management education and asks to receive news on programs or activities in this field, or international education in general.

Available: M. David Merchant, Editor
International Dimension
AACSB
Suite 320
Washington, D.C. 20036

International Studies Association Newsletter

3/yr. $12/yr.

Available with an annual membership in ISA ($12/yr., individual; $25/yr., institutional). News items deal with current ISA activities throughout the country.

Available: International Studies Association
2000 Fifth Street South
Minneapolis, Minnesota 55404

Journal of World Education

Quarterly $10/yr.

Available through individual or institutional membership in the Association of World Colleges and Universities. A newsletter of programs and activities of various schools, universities and resource organizations around the world who are concerned in particular with peace and environmental education. Summaries of conferences sponsored by the Association and other groups are contained in it, as well as U.N. projects concerned with education.

Available: Association of World Colleges & Universities
George Nicklin, Treasurer
3 Harbor Hill Drive
Huntington, New York 11743

LEAD Briefs

Occasional No charge

A newsletter published by the League for Economic Assistance and Development, *LEAD Briefs* is concerned with the world development scene. Articles exposing the facts of world poverty, development aid, etc., are included, as well as issues before Congress on development. From time to time educational material is covered.

Available: League for Economic Assistance and Development
390 Plandome Road
Manhasset, New York 11030

Natural Resources, Science and Technology Newsletter

Irregularly No charge

Contents of the newsletter include news reports concerning the activities of international organizations in the field of science and technology and the development of natural resources on the African continent.

Available: Economic Commission for Africa
United Nations
New York, New York 10017

New Dimensions

Occasional $2.50/copy

This series of booklets suggests how social studies teachers can enrich their teaching, especially about world affairs. It is published at intervals during the year.

Available: The Foreign Policy Association
345 East 46th Street
New York, New York 10017

New Internationalist

Monthly $9/yr.

A new magazine jointly sponsored by Oxfam and Christian Aid, its goal is to increase understanding of and involvement in the fight for world development. It debates and campaigns for the great political, economic and social changes needed to bring justice and help to the world's poor.

Available: R.P.S., Ltd.
Victoria Hall
London SE10 ORF, England

OECD Observer

Bimonthly $3.50/yr.

Published by the Organisation for Economic Cooperation and Development. Its articles concern economic and trade topics from OECD's twenty-five member countries.

Available: OECD Publications Center
1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Population Newsletter

Quarterly No charge

The newsletter contains demographic statistics and briefly covers U.N. population activities.

Available: Population Division
United Nations
New York, New York 10017

SCEWA Newsletter

Quarterly $5/yr.

Published by the Society for Citizen Education in World Affairs, the newsletter contains news items on activities of persons and organizations at the national and international levels, and activities at the local, state and regional levels. A section on publications and audiovisual resources is to be found at the end of each issue, along with a calendar of conferences on world affairs. Also available with an annual membership at $15 for individuals and $25 for institutions.

Available: Margaret D. Bishop, Editor
187 Stanwich Road
Greenwich, Connecticut 06830

Social Education

Monthly $12/yr.

Published by the National Council for the Social Studies during the academic year only. Includes articles for educators on the teaching of social studies. It contains news of social studies programs in schools and universities throughout the country. Subscription is by membership only to NCSS and annual dues are $12 per year.

Available: National Council for the Social Studies
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Sociology of Education

Quarterly $9/yr.

A forum is provided for educators and social scientists on the subject of international studies of education.

Available: American Sociological Association
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

Survey of International Development

Monthly $20/yr.

The Society for International Development publishes this brief newsletter. It contains reports on current news in the area of economic and social development and is based on information from official documents, newspapers, periodicals and private sources. Annual subscription for public and institutional libraries is $6.00; for others, subscription is by membership only ($20/yr.)

Available: Society for International Development
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

World Council for Curriculum and Instruction

4/yr. Na

This recently formed organization of educators concerned with curriculum and instruction throughout the world publish a newsletter four times yearly, October through May, with occasional special issues. WCCI is affiliated with the Association for Supervision and Curriculum Development.

Available: World Council for Curriculum and Instruction,
2200 Fairmount Court,
Bloomington, Indiana 47401

5. Bibliographies

Catalogue of Development Education Material— July, 1972

An annotated list of study guides, books and audio-visual materials available in Canada. Materials from other countries have been included where appropriate.

Contents:

1. Audio-Visual
2. Bibliographies and Reference Books
3. Curriculum
4. Manuals and Guide Books
5. Periodicals
6. Resource Centers
7. Simulation Games
8. Development Education Workshops and Theory

For more information contact:
Information Officer
Canadian Council for International Cooperation
75 Sparks Street
Ottawa, Canada KIP 5A5

Comparative Higher Education: Sources of Information— September, 1972

Occasional Paper No. 4

Prepared by Robert O. Berdahl, Chairman of the Department of Higher Education at the State University of New York at Buffalo, and his graduate assistant, George Altomare, the booklet offers bibliographic and other information concerning the field of comparative higher education. Listings of journals,

abstracts, indexes, bibliographies, bulletins, newsletters, newspapers, centers and associations are provided.

For more information contact:
International Council for Educational Development
522 Fifth Avenue
New York, New York 10036

Curriculum Materials on War, Peace, Conflict and Change—May, 1972

An annotated bibliography with a listing of organizational resources. It is designed for high school teachers.

Contents:
1. Annotated Materials, Amherst Project, Harvard Social Studies Project, etc.
2. Organizations
3. Reference Materials and Information

For more information contact:
Center for War/Peace Studies
218 East 18th Street
New York, New York 10003

Dag Hammarskjold Collection on Developing Nations (1968) and Supplement I (1970)

(A Selected Bibliography)

A collection of materials related to developing nations begun at Central Michigan University by a group of faculty members interested in instituting an interdisciplinary study of the emerging and developing nations of Eastern Europe, South Asia and the Middle East.

Contents:
1. Background and General Works on Developing Nations
2. Eastern Europe and the Balkans
3. The Middle East
4. South Asia
5. Africa
6. Selected Topics Related to Developing Nations
7. Documents and Periodicals

This selected bibliography is designed to assist scholars and interested students.

For more information contact:
Interdisciplinary Committee on Developing Nations
Central Michigan University
Mount Pleasant, Michigan 48858

"Development: New Approaches"—A Guide for Educators with Issues and Resources, published in Intercom No. 69, April, 1972

A resource guide and program catalyst for elementary, secondary, collegiate and community education on our global society and its problems of conflict and change.

Contents:
1. What is Development? James P. Grant
2. A Teaching Unit on Development, Grades 10–14—Kathy Desmond
3. Materials for Teachers and Students
4. Films about Development
5. An Annotated Bibliography on Development—Joe D. Kimmins
6. Organizational Resources
7. ODC Workshop Report—Paul A. Laudicina

For more information contact:
Intercom, Center for War/Peace Studies,
218 East 18th Street,
New York, New York 10003

Films of a Changing World— A Critical International Guide by Jean Marie Ackermann, Media Editor

This booklet contains articles which suggest needs for and ways of improving film production and use. Later articles report beginnings of such changes in developing countries. The guide is itself a miniature record of films about development.

Contents:
1. Film Commentaries
2. Indexes
   —Alphabetical Index to Production Titles
   —Geographical Index to Production Titles
   —Subject Index to Production Titles
3. Appendixes
   —Lists of Films and Other Media Classified by Subject
   —A Sampling of Catalogs
   —Selected Readings and Readings and References
   —Selected Periodicals

For more information contact:
Society for International Development
1346 Connecticut Avenue, N.W.
Washington, D. C. 20036

A Guide to Films about Development— 1971

Contents:
1. Films about Development in the United States
2. Films about Development in Poor Nations
3. Filmstrips
4. List of Films by Distributor with Addresses and Cost

For more information contact:
American Freedom From Hunger Foundation
1717 H Street
Washington, D.C. 20006

International Bibliography, Information, Documentation—1973

(Publication of the United Nations System)

IBID, a new publication, provides bibliographic information on the current publications of the inter-governmental organizations of the United Nations system—books, periodicals, maps, audio-visual materials, microforms, etc.—both priced and unpriced, but excluding working documents. It is published quarterly and jointly by two companies in the Xerox Education Group, R.R. Bowker Company and Unipub, Inc. Annual subscription rate is $15.00 (USA & Canada).

Contents:
1. Aims of this Bibliographic Service
2. Scope and Organization of IBID
3. How to Acquire Publications

4. Information and News
   a. The Organizations of the U.N. System and Their Publications
   b. Table: Membership of the United Nations and Related Agencies
5. Bibliographic Record—listings for publications other than issues of periodicals, arranged in approximately 40 broad subject groupings.

For more information contact:
Subscription Office
R.R. Bowker Company
P.O. Box 1807
Ann Arbor, Michigan 48106

International Guide to Directories of Resources in International Development Third Edition—May, 1971

The Guide is designed to help meet the need for more centralized reference sources for documentation in the field of international development. It provides an international listing of directories of:

1. organizations and institutions engaged primarily in operational activities in international development;
2. research and training institutes in international development;
3. expert personnel in international development

For more information contact:
Society for International Development
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

Man Builds—Man Destroys

Written by Osborn Segerberg, Jr. Produced by the New York State Education Department and United Nations Television.

"Man Builds—Man Destroys" was conceived as a series of action and information presentations on the need for environmental change. Designed to present realities of action that men may take anywhere in the world, to help preserve the limited resources of this planet, the series has drawn on the thought, the well-intentioned advice, and the dedication of many of the world's concerned ecologists.

Each section is followed by a list of books, magazines, articles, films, etc.

Contents:

1. It Can Be Done
2. Scars on the Surface
3. Among the Living
4. Power to the People
5. All the Fish in the Sea
6. The Car in the City
7. You can Help—Throw It Here
8. Six Fathoms Deep
9. Flow Gently
10. Striking a Balance
11. The Air We Breathe
12. Only One Earth (The Stockholm Conference)
13. Under New Management
14. Guide to Film Distributors

For more information contact:
The University of the State of New York
The State Education Department
Albany, New York 12224

The Non-Western World—An Annotated Bibliography for Elementary and Secondary Schools

Contents:

1. Asian World
2. Black Africa
3. Latin America—Mexico

For more information contact:
School of Education
University of Massachusetts
Amherst, Massachusetts 01003

Polycultural and Worldminded Teaching

Annotated list of sources on international education—articles, bibliographies and special issues of journals.

For more information contact:
Foundations and Curriculum Department
U-32, School of Education
The University of Connecticut
Storrs, Connecticut 06268

Research and Scholarly Writing on Comparative, Cross-Cultural and International Education—1972

An annotated bibliography containing approximately twenty dissertations on comparative, cross-cultural and international education from the University of Connecticut. In addition, the faculty and students of the School of Education have contributed twenty-eight articles, fifteen books or pamphlets, and at least eight major seminar papers related to world education. Copies may be obtained while it is in print.

For more information contact:
Foundations and Curriculum Department
U-32, School of Education
The University of Connecticut
Storrs, Connecticut 06268

A Selected Annotated Bibliography on Development—FAO—May, 1970

The FAO Bibliography contains books published since 1960 on development and aims at providing information for the non-specialist seniors at the secondary school and university level. It has been prepared for use by educational programmes and authorities and for action within the context of the Freedom from Hunger Campaign. A useful source for college libraries.

Contents:

1. Theories and problems of development
2. Development perspectives of the Third World countries—economic and political factors
3. Development planning and administration
4. Population and food production
5. Foreign trade
6. Aid, technical assistance, international cooperation
7. Agriculture and development
8. Education, manpower training
9. Social aspects of development, social and cultural changes
10. Economic development in specific geographic regions
11. Bibliographies

12. List of introductory works on problems of hunger and underdevelopment
13. Periodicals

For more information contact:
Education and Information Unit
Action for Development
UN/FAO
Via delle Terme di Caracalla
00100 Rome, Italy

Social Studies—A Selected Bibliography in International Education—June 1972

A list of some of the materials, sources and programs available to teachers. It indicates something of the range and diversity that characterize international studies today, and suggests resources are available that might serve to build units or courses with different approaches or emphases.

Contents:
1. General Background Reading for Teachers—international studies and global and future studies
2. Approaches and Methods
3. Materials for the Classroom
4. Current Issues
5. Sources of information and materials

For more information contact:
Diffusion Project
Social Studies Development Center
1129 Atwater
Indiana Univeristy
Bloomington, Indiana 47401

World Order Study Materials

A list of teaching materials from the Institute for World Order which includes taped lectures on world order and publications from other sources. The publications listed are designed for elementary, secondary and first two years of undergraduate university.

A second list, entitled *Books and Other Materials for Universities and Colleges*, may be used in a variety of ways such as basic texts for new courses on world order or as supplementary readings for existing courses on international law and international organization, etc.

For more information contact:
Institute for World Order
11 West 42nd Street
New York, New York 10036

Appendix D

Index of Resource Organizations

This Index is intended to aid the educator to discover the principal organizations involved in the development education effort. Some of the organizations included provide materials which could be useful in teaching the Global Development Studies Curriculum. Others provide training in the use of their own materials, and still others provide general information for the public on development issues. A section on foreign organizations is also included which will give the educator a broader perspective of development education.

A short introductory description is given for each organization followed by a partial list of publications described briefly. It is hoped that the educator will find this index a useful reference in pursuit of knowledge about global development.

1. Organizations which publish teaching materials—U.S.A.

African-American Institute
Schools Services Division
866 United Nations Plaza
New York, N.Y. 10017

AAI's Schools Services Division was formed in 1969 under a grant from the Carnegie Corporation. It helps to achieve AAI's goal of strengthening African-American understanding by stimulating interest in teaching about Africa and by helping American educators to plan and carry out more effective teaching programs.

Some of the services provided are:
- —An Educational Materials Center at AAI's New York Headquarters containing a comprehensive collection of teaching materials on Africa (grades K-12).
- —Free distribution of resource materials on Africa to over 10,000 teachers.
- —Preparation of low-cost educational materials for classroom use emphasizing African produced resources.
- —Consultations with teachers, students, curriculum planners, and college faculty about their needs regarding Africa.

American Freedom From Hunger Foundation
1717 H Street, N.W.
Washington, D.C. 20006

AFFHF is a national, non-profit, non-sectarian committee to support worldwide Freedom From Hunger Campaign, to develop programs that will encourage the cooperation of all private organizations in the U.S. that are concerned with freedom from hunger, and to help in educating the general public as to the problems of hunger wherever it exists. It is the American unit of a multinational chain of Freedom From Hunger organizations, which collectively are the non-governmental activities of the Food and Agriculture Organization (FAO), one of the Specialized Agencies of the United Nations.

Publications:
- —*Development: Bridge to Peace*, by Kathy Desmond
  A curriculum unit with appendices for use in community seminars or in undergraduate classrooms.
- —*Development Bookshelf*
  A selection of reading materials on development
- —*Guide to Films about Development*
  A 44-page guide containing descriptions of about 30 films dealing with poverty and development in the U.S., and an equal number of films about poverty and development in the Third World.

American Geographical Society
Broadway at 156th Street
New York, N.Y. 10032

Primary objective is to provide accurate knowledge to the world. Collections, publications, map making and scientific research.

Publications: A list is available
- —*Focus*
  Published monthly and gives concise background information on areas of current international importance. Each issue is devoted to one nation or region.

American Universities Field Staff
3 Lebanon Street
Hanover, N.H. 03755

AUFS is an independent educational organization specializing in foreign area studies by producing social studies materials for high school teachers and students.

Publications: A list is available.
- —*Fieldstaff Reports*
  Aim is to observe total societies and therefore cut through academic disciplines. Four series of area reports are available.
  1. East and Southeast Asia
  2. Europe and the Mediterranean
  3. Africa and Latin America
  4. Population problems in all areas.
- —*Fieldstaff Perspectives*
  A series of 12 books on different countries of the non-Western world complete with a teacher's guide. Two themes are examined: impact of modernization on traditional societies and impact of population problems on society.

The Asia Society
Education Department
112 East 64th Street
New York, N.Y. 10021

The Society's activities are wide-ranging, from analysis and discussion of critical problems in Asia's current affairs to

presentations of the finest artistic and intellectual achievements of Asia's great heritage. It has two main goals: deepening American understanding of Asia and stimulating thoughtful trans-Pacific intellectual exchange.

The Education Department provides materials and consultant services for schools and colleges. Lists and prices are available.

—Publications and Asia Society Journal
—Color slides of works of art shown at Asia House Gallery
—Audio tapes on life and art in various Asian countries
—Asian dance program

Center for War/Peace Studies
New York Friends Group
218 East 18th Street
New York, N.Y. 10003

The Center is a non-profit organization "dedicated to the improvement of the quality and scope of the war/peace field". The Center provides experts, program or material advice on war/peace problems to educational institutions, mass media and voluntary organizations.

The schools program provides in-service and pre-service workshops for teachers to learn about materials (grades K-12).

Publications:

—*Intercom*
An occasional publication dealing with one topic per issue. Each issue is a tool for teachers with teaching units, materials and resources. Topics covered are population, development, Southern Africa, etc.

Deadline Data on World Affairs
100 Northfield Street
Greenwich, Conn. 06830

A reference and teaching service from McGraw Hill Publishing Co. Developed to fill a vast information gap between daily news media sources and encyclopedic detail, Deadline Data is a highly organized data bank that reports on domestic and foreign affairs of every country in the world and every significant international organization.

The information is published on 5" x 8" cards contained in a six-drawer cabinet provided free of charge to all subscribers.

Division of Justice and Peace
United States Catholic Conference
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

The division of Justice and Peace was established for: (1) The elaboration of contemporary expressions of theology and doctrine with regard to issues of world social justice, aid, trade, development, war and international peace; (2) Development of strategy and coordination of Catholic sponsored programs of overseas development; (3) Establishment of education campaign regarding national and multinational programs (e.g. U.S. foreign assistance, UN peace keeping, UNCTAD, disarmament).

Publications:

—*Program Guide*
Designed to assist educators and program directors to explore various aspects of discrimination in groups or classroom situations.

—*Sound Filmstrips—A Primer for Students*
A set of 3 is available: "Church in the World", "Three Worlds" and "Right to Develop".
—*Justice in the World*
A series of 7 modules which serve as a primer for teachers to teach about the rich/poor gap, the problems of development, etc.
—*A Publications List* of education materials is available from the Division of Justice and Peace.

Foreign Area Materials Center
New York State Education Department
60 West 42nd Street
New York, N.Y. 10036

The Center provides materials, such as books, slides, films, bibliographies, on many areas of the world. Many lists are available, and most materials are aimed primarily at the undergraduate level.

Institute for World Order
11 West 42nd Street
New York, N.Y. 10036

The Institute for World Order's activities have been focused on the two requisites for introducing a new subject (world order) into the curriculum of universities, colleges and high schools:

—The development of wide range of world order teaching materials, including textbooks, supplementary readings, simulation games and films;
—The training of teachers through seminars, colloquia and courses on world order.

Recently the Institute has begun to focus on the teaching of global development.

Publications:
The Institute for World Order publishes an extensive number of books, articles, films and teaching materials for use in high schools and colleges. These publications focus strongly on the subject of peace and world order, but many would be useful for a course in development.

Social Studies Diffusion Project
Social Studies Development Center
Indiana University
1129 Atwater
Bloomington, Indiana 47401

The Social Studies Diffusion Project is focusing its energies on helping high school social studies departments to become strong innovative groups. The SSDP is developing a handbook for use by departments that wish to improve their capacity to cope with change. A series of programs will help departments develop the skills and attitudes associated with continuous professional growth.

A consortium of schools is testing the handbook to help determine the situations in which assistance of this type can be useful.

Publications:

—A variety of classroom materials have been developed and published.
—*Social Studies, A Selected Bibliography on International Education*—Mentioned in further detail in the bibliography section of this curriculum.

United Nations Association of the USA
345 East 45th Street
New York, N.Y. 10017

UNA-USA is an independent, private organization which concentrates its activities on objective, policy-oriented research on the U.N. and other international organizations that, at the same time, has within it the means for nationwide dissemination of its own work and that of others with similar interests.

Through its collegiate affiliates and its expanding high schools program, UNA-USA provides channels for responsible involvement of secondary and college students in studies, programs and problems of international affairs. Kits on topics of particular current interest are assembled and made available to study groups through the UNA Publications Center (833 United Nations Plaza, New York, N.Y. 10017) which selects, stocks and distributes over 200 books, pamphlets, posters and other program materials. An annotated bibliography is available.

2. Organizations which provide general information on development issues and /or services for development education

InterFuture
535 Fifth Avenue, Suite 3103
New York, N.Y. 10017

Under the auspices of InterFuture, promising undergraduates conduct independent studies of "Internationalism", "Man's Habitat", or "Individual and Society" in Europe, Africa, and the caribbean. With the cooperation of his home institution, each participant will design a cross-cultural project, carry out research under an expert abroad, and return to lead a campus seminar or community action project.

To ensure maximum cultural immersion overseas, the program abroad is directed by local nationals, who provide the students with family stays, a local expert as project adviser, and personal introductions to students and specialists for his project.

Participants receive academic credit for the study from their home institutions.

International Bank for Reconstruction and Development
(World Bank)
Washington, D.C. 20433

The World Bank, a Specialized Agency of the United Nations, publishes statistics and information on member countries.

Publications:
World Bank Atlas —Shows population, per capita product and growth rates (1972).

Overseas Development Council
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

ODC is an independent, non-profit organization seeking to ensure wise decisions affecting the process of development of the poorer nations. Its functions are:
—to conduct studies of its own on current and emerging problems
—to serve as a forum for those directly concerned with development through conferences, seminars and discussions.
—to distribute the information and knowledge collected as widely as possible among those working on development problems, and among those citizens concerned for the development of poor nations;
—to keep the urgency of the challenges of development before the public and responsible authorities.

Publications:
—*Communiques*
A series of brief and concise reports on development issues for general distribution.
—*Monograph Series*
Booklets, each containing a written report of a study of a particular problem or issue in international development.

Population Reference Bureau, Inc.
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036

The Population Reference Bureau is a private, non-profit organization founded in 1929 for public education about the implications of population growth and demographic trends.

Publications:
—*1971 World Population Data Sheet*
This excellent chart presents statistics by region, and for each nation within each region on: present and predicted (1985) population; birth, death, and growth rates; per capita GNP; length of time required to double population; and percent of population under 15 years of age.
—*General Population Concepts*
Charts document past, present, and predicted population growth; ratio of income to population growth; population and food production since 1948.
—*Interchange*
Its purpose is to provide information on the most recent developments in the growing effort to introduce population issues into formal school curricula, primarily at the middle and secondary school levels. It is dependent upon information and ideas from its readers to facilitate two-way communication. (Referred to in Bibliography section).

ERIC/ChESS (Educational Resources Information Center/Clearing-house for Social Studies/Social Science Education)
855 Broadway
Boulder, Colorado 80302

ERIC is a nationwide information system designed to serve the educational community. ERIC collects, screens, abstracts and indexes current educational documents. Copies of most documents are available at nominal cost.

ERIC/ChESS is one of the 18 clearinghouses of the ERIC network and is sponsored by the Social Science Education Consortium. A publications list of social science and social studies materials is available, and prices are included.

The Social Science Education Consortium maintains a resource library which is open to the public. One of SSEC's main services is to analyze and disseminate social studies curriculum materials and instructional methods in grades K-12.

3. Foreign Organizations which publish teaching materials

One World Trust
37 Parliament Street
London SWI, England

Proposal for a World Studies Project Objective

To encourage modification of syllabuses at secondary school level to reflect a world perspective rather than national attitudes.

To prepare and publish secondary school core courses in the form of specimen World Studies, capable of being used also in other countries and designed for school children between the ages of 10 and 16 years and beyond, where possible.

To investigate and plan for the inservice training of teachers on problems of world order, to take the form of training in the use of specimen studies evolved.

To help schools forge links with schools in other countries through the use of common curriculum materials and to develop in secondary school children the concept of world citizenship.

Publications:

—*Pictures of the World*
A simulation exercise on the use of films for teaching about world affairs with a list of films available and prices.

—Conference reports, discussion papers on world studies in schools, etc.

The Schools Council
160 Great Portland Street
London WIN 6LL, England

The Schools Council is funded half by the national government and half by local authorities. Its purpose is to promote research and development in curricula, teaching methods, and examinations. At present it has 73 projects underway on topics ranging from music for young children to senior-level physics to secondary examinations. The role of the Council, aside from supplying these projects with the necessary materials, is to undertake and disseminate the results of projects that are clearly beyond local means.

Teachers pay an annual subscription fee for the General Studies projects and receive a catalogue containing resources and ideas, drawing on the experience of other teachers and the results of experiments.

Publications:
Examinations bulletins, curriculum bulletins, working papers, field reports, Schools Council pamphlets, etc. A publications list is available.

Voluntary Committee on Overseas Aid and Development
(VCOAD)
Parnell House
25 Wilton Road
London SWI, England

VCOAD is the central coordinating body for voluntary agencies in England. Through its Education Unit, information can be obtained on all publications and projects and development education in England, including those which VCOAD itself directs.

Publications:

—*The Development Puzzle*
A source book for teachers giving information on various aspects of develoment as well as suggestions for teaching aids.

—*New Technologist*
An attempt to develop alternative paths for science and technology in response to growing global environmental needs. It also provides examples of what has been achieved by individuals working in these fields.

—*Stuff the System*
A kit prepared as a collection of ideas and opportunities for new forms of education about 'development'. Some contents are: curriculum reform and the Third World, case studies, geography, science, etc.

4. Foreign organizations which provide general information on development issues and/or services for development education

Food and Agriculture Organization
1325 C Street, S.W.
Washington, D.C. 20437

A United Nations agency which is headquartered in Rome and sponsors American Freedom From Hunger Foundation.

Publications:

—Catalogue of FAO Publications
—FAO Books in Print
—Development—A Bibliography
—*Ideas and Action Bulletin*
Published monthly by Freedom From Hunger Campaign and FAO. A newsletter of development projects being administered around the world.
—*Ceres*—Bi-monthly magazine on development issues.

Institute of Development Studies
University of Sussex
Falmer, Brighton B19RE
England

Located at the University of Sussex, but not an integral part of it, IDS carries on various research programs for graduate students (the majority is foreign). The writings of such projects are available through IDS.

Publications:

—*Bulletin*
A monthly publication of which each issue is devoted to a different area of development and contains articles on developing countries.

—*List of Selected Development Studies Writings* (1966 to June 1972) of members of IDS.

Organization for Economic Cooperation and Development
2, rue Andre Pascal
Paris 16e, France

OECD is composed of 23 member countries. It serves as an instrument for making available all knowledge relevant to the formulation of national policy in every major field of economic activity. It also serves as a forum, meeting the year round, in which such policies may be worked out the light of shared ideas and experiences.

Publications:
Many publications are available in the field of economic and financial affairs, statistics, development, agriculture, environment, science and technology, education, etc.
A *Catalogue of Publications* is available, and publications may be ordered through OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006.

Overseas Development Institute, Ltd.
10–11 Perch Street
London, England

ODI is a semi-independent body aiming to promote wise action in the field of overseas development.

The functions of the Institute are:
—To provide a centre for research in development issues and problems, and to conduct studies of its own.
—To be a forum for the exchange of views and information among those, in Britain and abroad, who are directly concerned with overseas development in business, government and other organizations.
—To keep the urgency of development issues and problems before the public and responsible authorities.

Publications:
List of ODI publications and various reports on development aid.

World Council of Churches Organizations
150, Route de Ferney
1211 Geneva 20, Switzerland

Development Education Section—The Commission on the Churches' Participation in Development

Documentation and information:
—The documentation service of CCPD is essentially a communication service—to analyse and make known what churches on a national and international plane are doing in the field of development as well as challenges and new trends related to the same concern.
—CCPD has produced a packet of documents entitled, *Trends in Education for Development*, which emphasizes the human aspect of development. There is a paper included on the rich, poor gap, education and justice; the packet also contains reprints of other articles on development education.

MANAGEMENT INSTITUTE FOR NATIONAL DEVELOPMENT
230 PARK AVENUE, NEW YORK, N.Y. 10017
TELEPHONE: (212) 889-5847
Cable: Institute, New York

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